DOCUMENT RESUME

ED 255 493 SP 025 917

AUTHOR Ashburn, Elizabeth A.; Fisher, Robert L.
TITLE Methods of Assessing Teacher Education Students. Conference Proceedings.
INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.; Illinois State Univ., Normal. Coll. of Education.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
REPORT NO ISBN-0-89333-036-1
PUB DATE Jul 84
CONTRACT 400-83-0022
NOTE 116p.
AVAILABLE FROM American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 ($7.50).
PUB TYPE Collected Works - Conference Proceedings (021) -- Reports - Evaluative/Feasibility (142) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Admission Criteria; *Evaluation Methods; Grade Point Average; *Graduation Requirements; Higher Education; Minimum Competency Testing; National Competency Tests; *Preservice Teacher Education; Student Characteristics; *Student Evaluation; *Teacher Education Programs; Teacher Effectiveness; Test Validity

ABSTRACT

Participants in this conference of educators, convened to consider methods of evaluating teacher education students, focused upon the relationship between candidate quality and teacher effectiveness. Questions under consideration included: (1) pre-admission field experiences students should demonstrate; (2) optimum scores on aptitude and achievement tests; (3) grade point average on entrance to teacher education programs; (4) screening processes during teacher education programs; (5) selection-out procedures employed in the programs; and (6) exit criteria. The agenda established for the conference asked participants to: (1) exchange information about current inquiry efforts regarding the quality of the teacher applicant pool; (2) understand what efforts are underway to determine reliable admission and exit criteria relative to successful teacher performance; (3) appreciate the various meaures being used and the reliability they hold for making quality judgments; and (4) develop a tentative set of guidelines for further study of these issues and concerns. An annotated bibliography of 97 journal articles and documents in ERIC on assessment of preservice teacher education students is appended. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E Pomeroy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED255493

Methods of Assessing Teacher Education Students

Conference Proceedings

July 1984

Normal, Illinois

Co-sponsored by

Illinois State University
College of Education

American Association of Colleges for Teacher Education

By Elizabeth A. Ashburn and Robert L. Fisher, Co-Editors

SP025917

CITE AS:
Ashburn, Elizabeth A., & Fisher, Robert L. (Eds.). Methods of Assessing Teacher Education Students: Conference Proceedings. Washington, D.C.: American Association of Colleges for Teacher Education.

ORDERS:
The price for a single copy, including Fourth Class postage and handing, is $7.50. For First Class postage, add $.70 for each copy ordered. All orders must be prepaid. Invoices for orders over $25.00 may be requested.

ISBN 0-89333-036-1

American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036
(202) 293-2450

This publication was co-sponsored by AACTE and the Illinois State University (ISU), College of Education; however, points of view or opinions expressed in this volume do not necessarily reflect the views of AACTE or ISU.

This publication was prepared with funding from the National Institute of Education, U.S. Department of Education under Contract No. 400-83-0022. The opinions expressed in this report do not necessarily reflect the positions or policies of NIE or DOE.

The National Institute of Education

ERIC

Clearinghouse on Teacher Education

Methods of Assessing Teacher Education Students:

July 1984 Conference Proceedings

Table of Contents

Introduction iv

Opening Comments: William S. Dunifon 1

Opening Comments: David G. Imig 3

Present Practices in Student Assessment 6

Problems in Assessment 12

Summary: Present Practices and Problems 21

Identification of Major Issues in Assessment 27

Summary of Conference 29

Response from William A. Blakey 36

Response from Joyce D. Stern 40

List of Conference Participants 43

Annotated Bibliography 48

INTRODUCTION

For the past two years there has been an intense interest in the characteristics of teacher education students. This concern is reflected not only in the popular press, but also in the activities of professional associations, institutions which prepare teachers, government agencies, and individuals who study in this area. It was this intense activity that motivated William Dunifon, Dean of the College of Education at Illinois State University, and David Imig, Executive Director of AACTE, to co-sponsor a meeting of individuals active in this area.

Fifty-five people came to the ISU campus on July 9 and 10, 1984, to work together to address common concerns regarding the assessment of teacher education students. Although most participants were from institutions which prepare teachers, there were also representatives from state and federal agencies. Representatives from 47 institutions or agencies in 27 states were present. A list of the participants is provided in the appendix.

The pages which follow provide a transcript of the conference. After introductory comments by Dr. Imig and Dr. Dunifon, the participants spent their time between small group discussions and larger group reporting sessions. Ron Adams, Cass Book, and Jim Raths were asked to listen to the group discussions and the reporting sessions and to provide overview comments. The pages which follow present the reports of the discussion groups and the remarks by the three observers. Also included are comments prepared in response to the conference by William Blakey, Counsel for the House Subcommittee on Postsecondary Education, and Joyce Stern, Senior Policy Analyst for the Department of Education.

This informal document is provided to encourage further dialogue and activity toward improving the assessment of students in teacher education.

- Robert Fisher
Illinois State University

- Elizabeth Ashburn
American Association of Colleges
for Teacher Education and
ERIC Clearinghouse on Teacher Education

Dr. William S. Dunifon, Dean
College of Education, Illinois State University

Initially, I wish to extend a warm greeting from my colleagues and myself at Illinois State University. It is a delight to have you join us for this national conference which includes participants from Alaska, Maine, Texas, and virtually every other of the 49 continental states.

We are especially indebted to Bob Fisher and Betsy Ashburn who have labored long on behalf of the conference. Moving foward from a meeting in Washington in February at which I suggested the need for a gathering like this, Betsy and Bob have given form and substance to an idea. Thanks to each of you!

If the national reports on the quality of education in this nation had never been issued and if the nation had never been declared "at risk," there is a charge against those of us who claim we prepare teachers which would nonetheless be made: We are our own worst enemies! Mike Usdan has said that we have a genetic tendency to circle the wagons in times of crisis and shoot at ourselves. William Proxmire says it more bluntly when he tells us we spend much of our time shooting ourselves in the feet.

With the belated American attention to general systems theory in the middle 1960's came the growing understanding of the role which feedback loops play in health and vital organizations. Put simply, a feedback loop is a circuit or network which gives the system (in our case, those college or university units which prepare teachers) timely and accurate feedback regarding the activity of the system. A viable organization requires multiple feedback loops especially regarding the quality of its work.

Many of us in colleges and universities have spent a fair amount of time and much energy telling our colleagues in the public schools how important it is for them to establish feedback loops regarding a wide array of their activities. Many of our faculty have earned handsome if not generous consulting fees helping K-12 systems implement a systemic approach to management which includes feedback loops as an essential ingredient. We emphasized feedback regarding the quality of the work of the public schools.

Yet, when we examine our own "in-house" practices, we discover that those of us who prepare teachers have generally ignored the imperatives of general systems theory. Worse yet, we have failed to take the prescription we have tried to force on the K-12 sector. We have not, for the most part, undertaken serious and well-supported institutional efforts to establish feedback loops which will give us the ability to answer some simple and critical questions:

1. What exactly are we doing to prepare teachers for America's schools?

2. How well are we doing what we claim we do?

3. How can we do it better?

It is the business of this conference to try to determine what useful and effective feedback loops have been established at our respective institutions. We assume that by establishing and strengthening those feedback loops through carefully designed institutional research, we better will serve the nation and the nation's schools. We assume we can learn from each other and that none of us has yet developed the perfect, most comprehensive, and complete system.

It is also the purpose of this conference to move toward the development of paradigms which can be used by those not represented here or by those who have yet to take the initial step toward some sort of feedback system.

Until colleges and universities have gained clarity regarding what we ought to be doing to prepare teachers and are able to make our practice, we are detracting from education's status as a profession. No endeavours which claim professional status (including those which are adjacent to education) are devoid of systematic efforts to address these inquiries. We can no longer claim special privilege for education as if it were unique in the created order. Rather, we must pursue the question of how we can establish and enhance the feedback mechanism in our institutions which will strengthen our performance and the quality of our graduates.

Dr. David G. Imig, Executive Director
American Association of Colleges for Teacher Education

This past Spring, Education Times reported the results of the most recent administration of the California Basic Educational Skills Test (CBEST) to prospective teachers - with the predictable incidence of failure among a large proportion of candidates, particularly Hispanics and blacks; at nearly the same time they noted a study had been released by the California State College system that concluded that students recommended for teacher certification at 18 of 19 state colleges had slightly higher grade point averages than those who did not enter a teacher preparation program.

In recent weeks the University of Missouri-Columbia, reported that there was no statistically significant difference between the averages of education students and other campus majors in 24 common courses during 1982; earlier this year several of the reform efforts reported that prospective teachers were in the lowest quartile of the college-going population.

At one and the same time, a North Carolina official tells me that candidates recommended for certification are 70 points lower on the SAT than the national college-going mean; meanwhile, the dean at University of Nebraska at Lincoln tells me his students at graduation have the third highest SAT of all the colleges on that campus.

During the past year Weaver, Schlechty, and Feistritzer have become "popular" names to the press and colleagues as they have reported the low calibre of the education applicant pool. At the same time, institutional studies at places as diverse as the universities of North Dakota, Wisconsin - Milwaukee and Kentucky suggest that education students are the equal of, if not slightly better than, their peers enrolled in liberal arts and sciences.

Just what is going on? Why all the mixed messages? Are education students as bad as some in the press report? Or, have the screens and hurdles erected in the past dozen years weeded out the incompetents? One hears of an array of forthcoming reports from ED's office for Policy and Evaluation that say they are bad! At the same time, on more and more campuses one hears that education graduates are the equal of arts and science candidates. This raises a whole set of questions: What are we measuring? What instruments are we using? Has the quality mean really changed as a result of the loss of high quality women and minorities? Or, has this loss been offset by rising admission criteria and reduced numbers? Is there other evidence from

standardized tests (e.g., SAT, ACT, NTE, and GRE) that needs to be considered? What evidence is there and how should it be "packaged", analyzed, and compared?

It was a series of such questions and concerns that prompted us to ask our AACTE members in 1983 a set of questions regarding the quality of their candidate pool. The low rate of response to such questions regarding cumulative grade point average, high school rank, standardized test scores, etc., caused us to consider ways of helping member institutions deal with this information need. It led ultimately to both refinements in our annual report and to Betsy Ashburn and Bob Fisher designing this conference. A parallel but related concern was the current Redesign of NCATE in which one debate centers on developing an accreditation standard on students, i.e., what is an appropriate profile of the teacher candidate:

What pre-admission field experiences ought they demonstrate?

What scores on aptitude and achievement tests should they achieve?

What GPA should they bring to their teacher education program?

What screens should be used during the program?

What selection-out procedures should be employed?

What exit criteria should be utilized?

I believe that the public and policymakers will no longer tolerate our inability to respond to questions of candidate quality, and that we need to move expeditiously to both definitions of quality candidates and the determination of ways to assess the competence of our students. I recognize that we are caught in a terrible bind - if we raise our standards we lose both our students and our revenues (and invite a shortage that policymakers seem determined to circumvent through alternative certificates and abbreviated programs) - yet to maintain our current profile demeans our commitment to quality. If we do not assume a more vigorous "gatekeeper" function, we are threatened by a growing number of intervenors making judgments for us.

It is this set of problems that confronts us today. With it is the larger question of the relationship between candidate quality and teacher effectiveness. Just what relationship is there, and if one alters the quality of prospective teacher workforce, what will be its impact on schools? Schlechty's studies of employment in North Carolina suggest some real difficulties. It is to deal with these and other

similar problems that brings us to central Illinois on this warm summer day:

> To exchange information about current inquiry efforts regarding the quality of the teacher applicant pool.
>
> To understand what efforts are underway to determine reliable admission and exit criteria relative to successful teacher performance.
>
> To appreciate the various measures being used and the reliability they hold for making quality judgments.
>
> To develop a tentative set of guidelines for further study of these issues and concerns.

This is an ambitious agenda and a comprehensive set of aspirations. However, because you are the experts and we have come to learn from one another, we can achieve our objectives. On behalf of AACTE, let me express my appreciation for your participation and acknowledge the very significant role that Illinois State University, its faculty and administration have played in organizing and convening this conference. Dean Dunifon, we are most appreciative.

Today when teacher education is confronted with unprecedented demands for both excellence and quantity - when public leaders call for both better prepared candidates and lower cutoff scores on standardized tests - let us acknowledge that the quality of our programs will ultimately be judged by the quality of our products. Let us not use the forthcoming teacher shortage to curtail our efforts to raise the quality of the teacher applicant pool. Yet, at the same time, let us appreciate that with our renewed commitment to excellence, we also have a responsibility to produce a marketable product in sufficient numbers to meet demand. Let us do get on with the task of determining both the capabilities beginning teachers ought to possess and the knowledge, skill, and aptitude they will need to be successful in the classroom.

Present Practices In Student Assessment

Work Session #1

In small groups the workshop participants discussed present practices for assessment of students in teacher education programs. The objective of the session was to identify similarities and differences in assessment of students in teacher education programs. They were asked to include assessment measures used, reasons for using these measures, the timing of assessments and the use of assessment results.

The following reports were given to the full group of workshop participants by one member of each of the six working groups.

SESSION 1 - GROUP 1

Dr. Larry Freeman, Governors State University

Our group organized the discussion around the identification of assessment measures that are typically used, why they are used,and what happens as a result of them. We identified five categories of assessment measures that are used: (1) grade point average, (2) various kinds of examinations, (3) data concerning performance in clinical experiences, (4) screenings such as speech, language, medical, and personality, and (5) attitudinal kinds of data that are collected. We identified another area which we have not discussed yet--the development of demographic and follow-up data--but which we will briefly touch on in our next session.

The use of the grade point average appears to be a universal measure that is applied. There is not a whole lot of difference among the averages required. Nobody required an average lower than 2.0 or higher than 2.5 in overall grade point average, whether it is used for admission into programs, admission into student teaching, or a graduation. This measure appears to be used because it is tangible, and apparently objective, and because there is a feeling that there is some kind of correlation, low but positive, between performance and grade point average.

The kinds of standardized examinations used have been selected for a host of reasons, ranging from university policy to state mandates to a general desire to institute a process of assessing students' basic skills. We were not quite clear what that rubric includes, but

virtually every institution represented in our group uses some kind of examination process, usually for getting into a teacher education program, before completing a stated number of hours, or before graduation. Most of the institutions also require the submission of an ACT or an SAT score. These results are frequently used only for determining admission into the institution. The institutions were interestingly divided about 50-50 on whether there was a stipulated minimum that people had to achieve to enter a specific institution.

One institution reported using the MMPI, and as a result, referring 10% of all students to counseling. This process is not used as a means of excluding people, but to provide them with information that might lead them to seek counseling and sometimes to leave the teacher education program. Another institution is using a personality orientation inventory and a variety of vocational assessment instruments to learn more about their students as they proceed through the program.

The performance of students in clinical experiences encompasses a large variety of assessment techniques not easily given to categorization. Perhaps one of the most interesting operations reported in our group concerned an institution that uses a professional staffing system under which any faculty member associated with a particular student can raise questions about the student's continuation in the program. This triggers a staffing in which four staff members review the student's performance. It can result in the student being dropped. Another institution is experimenting with the possibility of creating permanent small groups which would stay together over the four year period. These groups should include students, faculty, and school supervisors who meet in part to provide informal assessments for students.

SESSION 1 - GROUP 2

Dr. Gary R. Galluzzo, Glassboro State College

We did not get nearly as far, and I applaud the first group for answering questions 2, 3, and 4. We at least got to assessment measures used, and I will talk about those.

The standardized measures identified were the ACT or the SAT according to institution. But we also noted that this is not typically controlled by the College of Education or the School of Education. It is an all-college policy that says you have an admission requirement. No one talked of any cut-off score or any line that was drawn that would exclude a student from being involved.

Another similarity is that all of us use high school rank in one way or another, and again it was all-college policy and not something

BEST COPY AVAILABLE

controlled by the education programs. The third area of similarity was the GPA. Typically, anybody who took in transfers had only GPA, so it was common for us all to use grade-point averages from community colleges, junior colleges, or within institution transfers. Some numbers floating around went from 2.0 to 2.5. GPA is also used for retention at a couple of institutions, ranging from 2.0 and 2.5 upwards as high as 3.0, both for cummulative and for major GPA.

A few institutions were similar in that they used retention counseling procedures. For example, early field experiences, freshman and sophomore field experiences, or interviews were evaluated and the data were used in building a portfolio for a student. In one institution students wrote up incidents that happened in their field experience each week for inclusion in their portfolio as well.

The last similarity, if we can call it a similarity, is course requirements. We all know that course requirements vary within programs and across institutions, but we do at least agree that students have to complete some identifiable sequence or content areas.

Some of the differences that we had noted were again in the area of GPA because the cut-off scores varied from one institution to another. Another outstanding difference was that one of the institutions used the ACT COMP test, which was given in the sophomore year, to identify the basic skills of prospective teacher education majors. Another difference was that some institutions use interviews for admission into the teacher certification track in the junior year and some institutions do not.

A third difference was that one or two of the institutions use what I will call social psychological measures, but you can throw attitude and some other affective kinds of things in there. To be a little more specific, I am including things like the RoKeach Dogmatism Scale, the Hunt paragraph completion method for Conceptual Level, and the Minnesota Teacher Attitude Inventory. We in New Jersey use a basic skills test that the state requires and another institution has developed its own basic skills test. Myers Briggs and the 16PF are used with some institutions. It might be helpful to note that, in our group, all of us graduate at least 500 students a year; this may reflect some of the kinds of differences in the data.

SESSION 1 - GROUP 3

Dr. Nancy Zimpher, Ohio State University

After my group hears this, some people may deny that they were in this group. It is group three. We started with some definitional issues. That is, did anybody have a problem with the notion of teacher assessment? We pretty much agreed that teacher assessment included a

range of qualitative and quantitative measures that were national and also that were in many cases, idiosyncratic or local. The range of reasons for using these measures tended to be concerned with measuring programs; this is different from measuring individual competence. Sometimes individual competence does not add up to program competence. We also agreed that there was a good enough reason for teacher assessment, if for no other reason than to describe what is, so the descriptive function of teacher assessment. That is the framework used to consider our ideas.

We came up with some similarities and some differences that are a bit more general than the notions already presented. I am going to go through them very quickly. We noticed that there was no one assessment measure, that institutions had multiple measures, and that reports were dominated by test measures.* We thought perhaps we were provoked by the sample given us and that we tended to respond in quantitative measures because those were the examples. That is, institutions may be collecting more qualitative data, but it may have been easier just to share quantitative measures on the form provided. Institutions tended to deal with data used for entrance and accountability, but we were not very effective in talking about how to make individual decisions about whether or not students should continue in programs. Institutions seemd to report mostly national measures and feedback on student teaching. Institutions are a bit remiss on feedback information, measures about field experiences, and professional course experiences. Institutions like to measure the professional sequence, but we are not good at measures of the general studies' component and of academic courses, which are greater in proportion than the professional methods' sequence.

In follow-up studies, institutions like to measure the competence of our graduates as they reflect on program, but we are still not very good at measuring what supervisors think of the on-the-job performance of our graduates. We have a few instances of using data for counseling and for retention, a little bit repetitive of another point we made. Also institutions are similar in that there are few measures of attitude, personality and beliefs. Again, we do not know to what degree the report was geared to a quantitative, easy-to-report format rather than more difficult and complicated idiosyncratic measures. There was little recognition in the reports of decision makers using the data in difficult arenas, such as whether or not to retain students in programs or to dismiss them.

I am moving on to some differences now. Very few institutions report particular idiosyncratic measures that could be shared with other institutions. We tend to talk about the least common denominators, and therefore we cannot articulate to each other unique kinds of subjective measures.

I will conclude by saying that we moved ahead into the "issues" area. We are going to provoke you this afternoon because we have

---

* The "reports" mentioned here refer to the participants' lists, prepared prior to the conference, of their institutions' assessment methods.

gotten a head start. In other words, we could not stay on task. We moved very quickly from similarities and differences to issues to be reported later.

SESSION 1 - GROUP 4

Dr. James Algina, University of Florida

I will run quickly through these. I think most of the similarities and differences have been hit by other presenters here. All representative institutions are concerned with cognitive skills, meaning math and reading. For example, for entrance requirements no represented institution had a personality or affective measure that is used for all education students. The main rationale for using measures of cognitive skill seems to be that teachers must have some basic competency in these areas, but not all institutions had firm cut scores that they used with these cognitive measures. All institutions have checks on meeting course distribution requirements and GPA requirements. These checks are made both prior to admission and again during the program. All institutions have an internship, and if a student fails the internship the student is not certified. All the institutions reported using both formal and informal methods of providing feedback for the interns.

No institution had a counseling program aimed at advising students about their personalities and motivational characteristics that might hinder or help their effectiveness as teachers. No institution had a system for keeping all the data collected about a student in a single place so that it would facilitate the use of data in making decisions such as placement. Those were our similarities.

Our differences were that there was a variety of cognitive skill measures used. The timing of these measures varied. The variety was related to the fact that some institutions are open admissions universities and others are not. Some of the non-open admissions universities had minimum SAT or ACT criteria for admission, but they all could exempt a certain percentage of applicants. Open admissions institutions have some check on the basic skills of students. Two institutions have a basic skills test and others check for completion of courses as a surrogate for measuring basic skills. Some institutions with entrance requirements have additional basic skill requirements that are assessed during the education programs, so there is a two-tiered kind of thing going on. Some institutions have an introduction to education course that includes an early field experience. A small percentage of students seem to report making decisions to drop out of education on the basis of this experience. All institutions have clinical experiences other than student teaching and again some percentage of students, thought to be quite small, report that these experiences influenced them to drop out of

education. So it seems to be serving as some sort of self evaluation of students.

SESSION 1 - GROUP 5

Dr. James T. Ziegler, Miami University

Group 5 was composed of representatives from eight different institutions or agencies. Our discussion primarily focused on the assessment measures used and the timing of the assessments. There are not too many differences from the other groups. A similarity was that some kind of grade point average was used, a difference was that the level was quite dissimilar. Coursework completed was a similiarity for assessment used, but there was quite a bit of difference between which courses and how many courses. Interviewing or counseling was a common characteristic; however, the format was not common. Physical characteristics (speech, hearing) and ratings of different types were used. Of course, the differences were what was rated and how it was rated. Various paper and pencil tests were used throughout the different programs with the differences being the types and areas that were tested. Grades for specific courses were a similarity among institutions. Basically we used the chart that is in the competency testing publication that you received. We agreed that a common assessment point was entry into the program and entry into student teaching.

SESSION 1 - GROUP 6

Dr. Deborah Osen Hancock, California State College

I would just like to comment on a few things that Group 6 came up with that were perhaps not touched on by our other reports. One of the things that we noted was that committees of faculty are making decisions about who is admitted into the teacher education programs, although on some campuses the individual advisor has major responsibility for that decision. It was found that few campuses are using anything but student teaching as an exit assessment of the student's competencies. We also noted that assessment measures that are being used are mainly ones that were selected a long time ago and that we have been using historically because "everyone has been using them for a long time."

However, there were a few campuses that are looking at their entrance criteria right now and are making some changes. One of the things that came up about GPA that you might be interested in is that teacher educators on California State University campuses in California right now are going to be looking for students in the upper half of the

total university as far as GPA is concerned, and they are going to use that as a criterion for entrance into teacher education. It looks as if they will be looking at what the student's GPA is at entrance into the senior year because that is the point at which students can enter into the teacher education program in California.

We also noted some problems with ACT and SAT scores, the fact that on many of our campuses these data are not available universally for all students coming into the program. This is particularly true for transfer students. We noticed that requirements for freshman students who are entering teacher education and for transfer students who are entering teacher education may differ on the same campus. We noted a particular problem with lower standards in community colleges, especially in basic skills courses where students were going to community colleges to take those courses, passing them, and then coming back and not being able to perform at a level that is acceptable once they got back to a four year institution.

We talked for awhile about the alternative routes to teacher certification that we are seeing and we are wondering about the impact that that is going to have on teacher education programs in those states. There was some feeling that it may not be all bad. We also discussed the fact that some schools of education are accepting responsibility for students who need remediation, while others are simply not accepting students who need remediation, believing that this is something that should be cleared up before they enter the teacher education program.

Problems In The Assessment

Work Session #2

In this session participants returned to the six small groups to discuss problems associated with the assessment of teacher education students. The objective was to identify problems associated with assessment of students in teacher education programs and then identify the three most significant to be reported to the larger groups.

The following are the reports given to the total group of participants by a member from each of the six working groups.

SESSION 2 - SPEAKER 6

Dr. Deborah Osen Hancock, California State College

We have brainstormed a whole lot of ideas and then ended up with about four that we would like to share with you as major problems and issues that we have identified. The first one was, "What are the common goals in teacher education? Are there any? What should these common goals include, not only in the area of knowledge but also skills, attitudes, and predispositions that people have about teacher education?" We were looking for common goals that would be stable over time. The reason that we felt that this was the place we had to begin was because of the old adage, "If you don't know where you're going, you will never know whether you got there or not." We do not apparently agree, nationwide, statewide, or even on our own campuses about what the knowledge, skills, and attitudes are, let alone the balance that we should be working toward among them.

The second problem or issue that we looked at was, "If we do identify these common goals, then how best can we measure them?" We talked about the need to look at both individual measures of student performance and group measures of student performance because they do result in different kinds of measurement problems. They have different roles not only insofar as admission, but also in regard to exit requirements. We were very much concerned that the measures be appropriate and efficient. We talked some about the cost to students, both in time and in money, that some of our measurement devices are taking.

The third problem we looked at was the question, "Why should we be assessing in the first place? For what purpose? And what difference will assessment make?" We realize that this is a philosophical question, but we said that we really have to decide on the purpose of the assessment. Will it be for the purpose of filtering students out, or for predicting students who are most likely to be successful in our program, or for finding out if students need to be remediated? Or are we gathering information which can then be used to publicize the nature of the product that we are turning out of our teacher education program? When we can deal with this question of why we should assess, then we will be able to know the kind of data that will have to be collected. We will also find that it will provide direction for the use of the data that will be collected.

The last question that we looked at, in our ranking of the most significant issues was, "How can the results of these assessments best be disseminated to the various publics, affected by and affecting, public education?" We talked some about whose responsibilty it is to disseminate that information. Is it the teacher educator's responsibility or is it the educational researcher's responsibility? We noted that we are not seeing people from those areas on television or in the media talking about teacher education and the problems in education today. We also wondered if maybe we do not need an in between group of people who are trained perhaps differently from either teacher educators or educational researchers to help fill in this gap to disseminate this information not only to John Q. Public, but also to

educators. This question has significance because these results can help to shape, or at least enhance, the view that the public has of education and teacher education.

SESSION 2 - SPEAKER 5

Dr. James T. Ziegler, Miami University

We identified three problems or issues, the first being the assessment choice. In this category we placed predictive issues, criteria vs. norm-reference, validity and reliability, multiple measures, federal and state regulations which must be considered, and issues associated with a specialist as compared to a generalist. The context of the assessment was considered to be very important. We identified this as a problem for the following reasons: presently we see a very simplistic view of education, especially from the policymaker's view, the issue of accountability, a conflict between the systems model and the humanistic model, political aspects, the present technology of assessment, and the lack of identification of a knowledge base or the factors essential for successful learning.

Our second problem/issue was management. This whole process is very labor intensive, is very expensive, and assumes a very sophisticated records system. The causes for this particular problem are: lag time between mandates and methods, funding the needs vs. expectations of faculty, (this may need to be done, but their expectations are considerably different), lack of time due to teaching load and advising, and the relatively slow response in adopting and implementing a records system.

The third problem issue was the impact of assessment. Here we saw problems with assessment or test driven curriculum, issues on summative and formative evaluations, and communication problems. We saw this as a problem issue basically due to the lack of political savvy that we have, the type of information that we provide for the various publics, and the lack of time to create the information that various publics need.

SESSION 2 - SPEAKER 4

Dr. Mel G. Villeme, University of South Florida

We decided on about five assessment issues that we thought were important and we discussed three of them extensively. One of the things that is most important about our discussion was the consensus that we should continue to get into the political impact of assessment issues. I think we are all aware of how politically important the

things we do are.

We started off talking about cost benefit analyses and the discussion had to do with whether or not we should view benefits as eliminating people who probably should not be teachers or whether we should view benefits as increasing the competence in the people in the field. There was some agreement that we should get people to try to focus on the benefits of increasing the competence of people in the field, and not so much pander to the notion that we just need to get rid of people who are poor, incompetent teachers. I think the pressure seems to be for us to do that now. We also wanted to go about increasing competence, which seems to mean increasing standards in some fashion. We need to try to come up with ways that we can increase competence without reducing the number of candidates and graduates. This is true especially in light of the coming teacher shortage. Otherwise, we are going to find ourselves having to produce people very quickly, and we may not be very happy with that situation, particularly if school districts hire people even if they are not certified.

We moved on to validity where we essentially said that the question of validity was how should we assess, what should we assess, and how can we demonstrate the importance of that assessment. We talked a little bit about trying to avoid falling into the trap of having to demonstrate that everything has some sort of predictive validity. There are things that we teach people that are steps in a process and we do not have to have predictive validity for everything.

We also talked about the locus of control for assessment. We focused on whether or not we should try to avoid inconsistency of standards. In other words, should we have locally developed and enforced standards, or state-wide, or national standards? We determined that the major issue was, "How can we avoid an inconsistency of standards?" I think an important issue is related to the fact that if some colleges are enforcing higher standards, then students can go to another institution or another state where there are lower standards. There may be a tendency for students to do just that. The point was made that we are sometimes our own worst enemies in the sense that we do not present a united front when we talk as a profession.

We may assess what is taught early on in the program, and it may not be sensible to require all the things we assess to have predictive validity for success in the field when they are just enabling kinds of steps. We need to tell people that this is going to be a long-term process before we can establish predictive validity for many things.

There is a need to make sure that people coming out of colleges of education have good reading, writing, and math skills. Those things may never have predictive validity, but we need to be able to say that people who are teachers are well-educated. That criterion alone should stand without having to show that there is some kind of predictive validity. This represents my own point of view and not necessarily

that of everybody on the committee.

SESSION 2 - SPEAKER 3

Dr. Nancy Zimpher, Ohio State University

Group pressure has caused me in the space of five minutes to reduce eleven items to eight. I could reduce the list even more if we were last. We chose not to prioritize our issues. There are eight I would like to list for you.

One of our concerns is how do we formulate predictive measures, or use measures that predict effective teaching. As an aside, we think we have an epistemological problem in that we cannot agree on what we consider the knowledge base to be because we have such different ways of knowing, and therefore accepting, certain findings; this is particularly true in the research on teacher effectiveness, which is problematic because of our own orientation to knowledge.

Second, we think that toughening exit criteria (exams like the NTE) will, in effect, create more reliance on standardized entrance measures. That was just a position where we drew back and said that if we look at the end, we will probably be impacting as much on the front, probably mostly because institutions need to protect themselves.

Third, we need to arrive at measures that decision makers, the people who decide whether or not students will stay in the programs, will accept. We have had experiences where we take data to decision makers, and they throw it out because some of their own experiential data are more profound than the data we have been able to supply them.

Fourth, we want to evolve a set of measures that policy makers can accept, both in the quantitative dimension and also in the qualitative and more subjective dimension. We need to develop the legal protections to make our subjective decisions stick. We also want to convert decision makers from the "credit-hour mentality" (that if you take a certain number of courses for a certain number of hours, you will assure a quality product) to one where we look at quality indicators.

Fifth, we think that one of the reasons that we cannot build a common knowledge base or assessment system is because of local concerns and beliefs. So we need to incorporate or accommodate local belief systems in belief systems of institutions, and even program areas within institutions.

Sixth, we think we need to develop an extended internship or clinical experience that is assessed. Student teaching is just a minimal clinical kind of experience, and we do not do a very good job

of assessing clinical activities or experiences.

Seventh, we are worried about the future of program approval and the role of program approval in the face of creating assessment systems and models that focus on individual competence. What about programmatic competence or programmatic efficacy?

Eighth, we are concerned when the professor closes the door. That is to say, professors teach what they know, their own epistemology, their own experience. Do we, can we, control any of that, manipulate any of that, force any of that into any kind of conceptual framework and avoid redundancies or voids?

We chose not to prioritize these concerns. Instead we engaged in a simulation, which I suspect some of you may do tomorrow. We said, "Let us take the nine of us and see if we can agree on a model assessment system. Let us throw out the thirty-five pages or so of institutional models and even throw out some of the myths and cobwebs that are in our heads about our own institutions." I am not going to explicate that model, although we made some progress on it. I simply want to say that we decided on a set of assumptions about the model assessment system that may be of interest to you.

One, we assumed that the whole reason for creating some kind of measurement and assessment is because we assume we can raise the probability that our graduates will be of high quality by setting some standards and some measures.

Second, we are probably operating on the assumption that we can screen out persons who do not fit our notion of a good teacher.

Third, we can control, to some extent, what happens in our programs or find out if our programs have any impact or efficacy at all.

Fourth, we might be able to strengthen our own legal stance in regard to any kinds of retention decisions that we might want to make.

We developed two focal points, one on entrance and one on exit. It is a fairly simplified model in which we look at three concerns upon entry and three concerns upon exit. The concerns focus on academic competence, performative or skill demonstration competence, and dispositional competence, that is, attitudes and values associated with the act of teaching. It helped us come clean on some of our assumptions, and the group will continue to work on that tomorrow.

SESSION 2 - SPEAKER 2

Dr. Gary Galluzzo, Glassboro State College

I will just give you the order in which we discussed the items. I asked at the end if these were the priorities and the group said it was the way in which we talked about them so they must have been important; number two, however, seems much more important by size than number one. Nonetheless, three impediments or issues or problems of evaluating teacher education programs or student assessment came up. As a preliminary note, it came to the point where we changed the focus for discussion to "assessment/evaluation," because we waffled sometimes in between student assessment and then aggregating data from a lot of students and putting them into a picture where we might get some sense of what the program evaluation looked like. I may use one or the other term interchangeably.

The first impediment that we found was in the area of identifying what to measure. We did no more than to say that there are probably four domains that we need to look at, or that there are problem areas right now.

The first one, of course, is the knowledge area, and we had some of the debates that you heard other groups mention already about the predictive validity of a knowledge instrument to performance or to some other measure. A second area or domain is behavior and the assessment of teacher performance in some setting and with enough observation. The third area is affect, which we did not define much more than to say we know there are a lot of people who are interested in the changes in affect and relationships of affect to teacher performance or to teacher knowledge. The fourth area is social psychological characteristics of the students. They are things like thinking style or learning style or teaching style, conceptual level, dogmatism and things of that sort. That was the first problem area.

The second problem area identified was the lack of literature on implementing and managing program evaluation. This was a very, very large area for us, as it included things like instrument development--such as psychometrically-sound instruments or practical, reliable, and valid instruments that we can use. Another area within this whole part of implementation and management is data collection. This includes such things as politics, of working around the campus and locating who has what information, determining how many keys you need to get to it and who holds the key to that information, access to the information, and, once you have all the keys, can you still break the computer code and get it out. This also includes analysis of the data and, of course, subsequent use of the data, and some issues in students' rights. Another issue is the research needed to conduct program evaluation. The thinking here is that there is little information you can go on to build an evaluation system that will try

to address all of these concerns, regardless of the fact that implementing program evaluation is situation-specific once you take it back to your campus.

Another sub-area in part two, managing an evaluation effort, is the ownership of the evaluation process or the assessment system and includes such things as timeliness and involving faculty along the way. An important concern is that the assessment program becomes institutionalized and recycled. You then have questions of trade-offs between designing longitudinal studies that may eliminate any new instrumentation which comes along or that you might want to incorporate into the evaluation plan. What kinds of trade-offs do you make in managing the evaluation system? A few others that I will quickly mention were faculty resistance, getting people to use the information, and timeliness. We work all year and collect the data and then it is summer time and few people are around to find out all the wonderful things you learned, the relationship of evaluation to policy decisions, who makes the decisions, and to whom the information is given. Another concern here is, "Why evaluate?" We have a few quick reasons for program improvement: for accountability, since we have a legislative representative in our group; for research and the developing of a research agenda; and, sometimes, just for the dialogue among ourselves as faculty members.

Part three is the relationship, a kind of tying together of assessment systems to program development and to program modification. For example, if there were no relationships, then accreditation and certification become mutually exclusive events. If that is the case, then the state, not the teacher education institution, becomes the gatekeeper. For example, if the NTE does not tie to what we think we are teaching, we might as well bring back the epistemologists from groups 3 or 4 and have them help us understand the logic that ties testing to program content.

SESSION 2 - SPEAKER 1

Dr. Larry Freeman, Governors State University

What I am going to do is list for you about five labels that serve to organize some of our talk and then make some further comments. There were five areas that seem to pose problems. The first one was the lack of a theoretical or conceptual basis to guide our efforts in the area of assessment. After much thought we ranked this among the first three of the more significant problems. There is not a second or a third since all the rest were declared to be of equal value or of equal importance. By this problem, the lack of conceptual basis, it seems that we were saying that we did not quite know what it was that we would be assessing or should be assessing.

The second area was the assessment of noncoguitive areas or holistic assessment of individual students. There seemed to be an assumption that we could somehow assess cognitive knowledge that students possess or do not possess, but somehow the noncognitive area created problems for us in particularly the business of making holistic assessments of individuals rather than relying on a kind of an aggregation of discrete, evaluative events over a period of time. That created problems. Much of this was described in nebulous terms. The areas we were referring to were regarded as being nebulous, to have more than shape allowing for at least conventional kinds of assessment.

The third issue regards the validity and reliability of assessment processes, the argument here being that the outcome of the assessment process is good or bad based on the competence of the person doing the assessment or the instrumentation that was being used, particularly when one was looking at assessment of actual performance episodes.

A fourth set of problems that was identified was a lack of institutional support or the institutional inertia that sort of responded to all of these efforts with a "so what," people indicating that even if we collected the data using impeccable processes when we know exactly what we are doing, frequently we are greeted with a "so what" from the faculty, from the administration or whomever.

The fifth area that we identified was a group of problems coming under the heading of the uses of data, and particularly the lack of reliance on professional judgement in the interpretation of the meaning of the data.

I now want to make a brief summary of a scheme by which we attempted to organize our conversation. At this point we became somewhat more simple minded and said that the problems were threefold from our point of view. One was what to assess, two, how to do it, and three, what to do with the assessment results once you have them. The difficulty we encountered was that what to assess is sometimes driven by what you intend to do with the assessment results. So we ended up talking in circles. Because we could not really come to grips with the question of why engage in any assessment processes because the why tends to depend upon the audience to whom the question is addressed, and since in the business of education the audience to whom we address that question is pluralistic, we get a lot of "why's." We ought to do it in a way which leads to alot of "whats." We know that under the heading of what to assess, the conceptual framework that would guide us will probably include ideally the cognitive, noncognitive and holistic areas of performance. That is as far as we got in identifying those kinds of things. The question of how to assess involved, obviously, the question of reliability and validity, and we then took a sidetrip in our discussion about what is the criterion in how to assess. Is it job relatedness or is it some kind of picture of what the ideal teacher should look like and at that point we kind of bogged down.

The third question, what to do with the assessment results, led us into questions of how the results of the assessments get interpreted. Data are simply data until they are somehow interpreted and given meaning based on a series of judgements. One of the things we kind of kept coming back to was that there was a lack of nerve in rendering professional judgements, particularly individually and even collectively. We also addressed the question in the interpretation of the data, the continuing preference for judgements based on quantitative data rather than qualitative data. Then we are back again to the question of the audience and the seeming failure in the education community to be able to stabilize the audience so that we are all asking the same kind of question which would help to resolve the question of the "what."

Summary

Session #3

At the beginning of the conference three participants were asked to observe the activities of all six working groups, listen to the reports given from the first two work sessions, and then provide a reaction to these activities at the end of the first day of the conference.

The following three reports were given to the total group of participants by those individuals at the end of the first day.

SESSION 3 - SPEAKER 1

Dr. Ronald Adams, Western Kentucky University

Just a couple of observations in terms of the things I have seen and heard today in the groups and the reporting out sessions. I have been to many meetings of this kind in which there were groups of people getting together to discuss teacher education program evaluation. I am very encouraged by what I have seen today. I think we are no longer talking about what I call the instrument mentality. So many times we receive correspondence asking us for an instrument, saying, "I hear you have a pretty good evaluation program." In our particular system we use about fifteen different types of instruments over several different populations of people. I think we are beyond talking about instruments as evaluation and are looking more at systemmatic approaches to conducting program evaluation, so I am very pleased and encouraged to

see that. We are talking systems not instruments of evaluation. I also see some sophistication that is occurring in the discussions. We used to get together at similar meetings and people would compare what they were asking on their surveys. We were simply involved in mailing surveys and questionnaires to the graduate and/or their employer. Now I hear us talking more in terms of performance kinds of models, and I see that as a very positive sign.

The second thing that I have observed is the purpose of evaluation. I sense a real sincerity among the participants to conduct evaluation geared to program improvement as opposed to external forces such as, "I have NCATE coming up in two years so we had better hurry up and get an evaluation program in place," or "The state department is putting pressure on us. We have to have something as far as evaluation is concerned." I sense a real commitment to program evaluation and student assessment for program improvement purposes. I think that is very positive.

The third thing that I have picked up here that has not been present to much degree in earlier meetings, is a realization of the political climate in which we are conducting evaluation. In virtually every group that I sat in on today, politics and the political atmosphere in which we conduct evaluation came through as a concern, and I think we are beginning to realize that we are not by ourselves, that we have to operate in a political environment. However, there is one issue that I have not heard specifically in the area of politics. That is the whole notion of state mandated competency assessment for certification and the degree to which that is going to impact on our teacher education programs, and more specifically on how program evaluation will interface with a state mandated assessment. I do not believe that we in teacher education have dealt with this issue. I would like to hear more dialogue regarding how states intend to deal with teacher preparation and certification.

Finally, an area that I have not heard discussed but one which I think will be facing many of us is the evaluation of graduate and inservice programs. We have talked about entry assessment and preservice program assessment and about exit, but we have not talked much about in-service or graduate assessment. What are we going to do in terms of the graduate programs and in-service education of those teachers already in the field? Do we need to consider this aspect of our teacher education programs? For example, at what point do we not have a responsibility for our graduate's continuous professional development and to what extent do we assume responsibility for professional development of teachers who are not our graduates? Should colleges of education be the center of life-long professional development for educators?

SESSION 3 - SPEAKER 2

Dr. Cassandra Book, Michigan State University

As I was sitting here listening and reflecting on the many discussions that I sat in on today, I recalled the perennial question of "What do you call a person who graduated at the bottom of the class in medical school?" You know, of course, the answer to that is "Doctor."

Today, we have looked a lot at that whole issue of evaluation of individual students. I do not think that I have anything in particular to add to that. You have talked about GPA and ACT scores, you have talked about all sorts of assessments in terms of "individuals" and what that means in term of entrance and exit criteria and so forth. I think this whole issue of assessment is a fairly recent phenomenon that has raised our defensiveness a little bit. Our best defense is a good offense. There are some things that we can do in that regard. From my own communication background, we need to do a better public relations job. Some people take that as a negative but I think public relations is very much in order at this point. We have just heard many reports about how adequate our students are in comparison to other non-education majors. We can certainly attest to that at Michigan State University as well. I think that message needs to get out. But it seems to me that the publics we need to inform and convince are both within the university, that is, our colleagues in other departments and maybe our own colleagues in Colleges of Education, as well as those legislators, those publics out there who are writing the National Commission Report On Excellence and those who repeatedly say that our teachers are from the bottom of the barrel. I think we have some ways of defeating those kinds of statements, but we need to get that information out.

I think we also need to focus on our programs. I hear some people saying their programs are not really programs, but instead are a series of courses in which individual faculty members exercise autonomy and teach whatever they want. We were talking at lunch about a study in which it would be possible to trace a student's coursework and realize that throughout every single course he/she was taught behavioral objectives, and for another student at that same institution, it would have been possible for him/her to take the whole series of similar courses and never have been taught behavioral objectives. We need to be in the business of examining very carefully what our programs are. Programs are not just a series of separate courses in education, but should be a series which adds up to something we can justify and, more importantly, that we can validate what we are instructing.

What makes us unique is that we know something about education. One of the things that happens with those publics out there is they think THEY know as much about education as we know about education.

After all, they have all gone through the public school system! They are who they are because they have studied somewhere and they think they know what is going on. One thing a recent study at MSU revealed was that 32% of the non-teaching majors, at this point in time, as freshmen through seniors in college, have such a complete or high competence that they could go out and teach right now! That compares to only 9% of our preservice teachers. It seems to me that this is a quantitative expression of the belief that teaching is not difficult, that anybody can do it. Part of that belief is a communication problem. We do not let people know what we know about education. We need to establish a professional knowledge base and we need to communicate it to other people. We need to validate that what we teach in education makes a difference, and it makes a difference in terms of the knowledge and skills of those who teach. We are a long way from being able to demonstrate that knowledge in education makes a difference in performance. I think we have to demonstrate that there is some consonance with objectives of programs and teacher abilities to perform in the classroom, and that there is some consonance with what we, as teacher educators, hold as values about education and what we teach about what should occur in the schools.

When you ask teachers "What is important about teacher preparation? " they say that they ONLY value on-the-job-learning. We have validated over and over that people believe that the only thing worthwhile to learn about teaching comes from that which goes on in student teaching or on the job, that there is NOTHING in the education courses worthwhile. That is very different than what other majors believe. Students in other majors believe there is a research base and that they can learn from it. We need to identify what our research base is. We need to identify our professional knowledge, and we need to communicate what we know about effective teaching, about effective schools, about learning theory, about classroom management and so forth to those publics, so that it is clear we know something they do not know and that there is something we have to teach and offer prospective teachers.

In summary, we need to have something to say; we have to tell others what we know. We need to test students' knowledge in that knowledge base and then establish the relationship of that educational knowledge with performance in the classroom. We need to be able to establish that even those students who graduate in the bottom of their education class are called "teachers" with some high, positive regard.

SESSION 3 - SPEAKER 3

Dr. James D. Raths, University of Illinois

I would like to swing this conversation back a bit to the notion of assessing candidates and probably to the quality control issue. I

have some questions. Does it make sense to redefine the task in a way that will make it one that we can do, instead of defining it in such a way that we cannot do it? I want to commend Group Three for what I thought was a scaling down the aspirations of the task. They made use of a probability statement in saying, "What is the probability that these outcomes will be increased if we impose these standards or make these judgements?" Why I come to that is because one of the characteristics of a profession is that it is very difficult to define what a successful practitioner is. Is it how much money he earns, how many clients? No one knows. No one knows what a successful lawyer is. Or socialworker. Or doctor. I think that the problem we have with teaching is that we do not have a criterion for success. I do not think we should either wring our hands or make one up, but we must live with that ambiguity and we should therefore make probability statements much like Group Three did. At the University of Illinois, we try to make a distinction between a standard and a criterion. Criterion is the name of the variable. Standard is the amount of the variable needed to pass the criterion. To be a policeman in Champaign there is a criterion of height and the standard is 5 feet; that is the cutoff. So height is the criterion and the standard is 5 feet, and, by the way, if you are not 5 feet tall you cannot be a policeman in Champaign.

One of the things that we often deal with is that we work with criteria without standards. I think when we have criteria and standards, clerks can make the judgements. When we were at the University of Maryland in the 1960's and we were suspicious of authority figures, we decided that we would set out criteria and standards for making promotion decisions. One criterion was research productivity and the standard was six refereed articles in specified journals, and there was a procedure for adding journals to this approved list. I am not kidding you, the secretary of the dean would call you up and say to you, "Congratulations, you got promoted." She knew. She applied the standards. By the way, we made some errors, I think, with that approach.

I just want to say to all of you who are reporting ACT, SAT means of candidates, I think one of the things about using that statistic as some kind of a bench mark is that you have to worry about what is the bottom score. That is, sure I am interested in central tendency, but how low can somebody be in GPA or in your English courses before they are allowed to graduate? The lowest person may not be somebody worthy of the title, "teacher." It seems to me that when you report your means, maybe the standard deviation and the bottom score are also important.

The second point is this notion of the difference between formative and summative evaluation and working with candidates. I think it is so difficult to be a coach to a student teacher and his judge too. We try to work with our students and get them up to a certain level, and by the way say, "I am trying to help." That is what we say. "I am out here to help you. I am from the university.

And I am going to do a good job." Then we turn our hat around and judge. Very often we find ourselves judging the coaching. I think that the notion that we have criteria without standards, and that we often serve as both coaches and judges suggests that we have to go to a model of evaluation that is different than the one used when a professor in liberal arts gives a grade. I want to push this notion and ask this question, "Does it make sense to use a staffing procedure where teacher educators get together and talk about candidates and assess them, perhaps like a doctoral oral examination, where there are some artifacts there and people make group judgements?" If we are working with criteria without standards we are going to have to harness the professional judgements of teacher educators with a staffing procedure similar to that found in oral examination.

I think the professional judgements that people make are "suit free." I think courts are hesitant to enter into where there has been due process and professionals are making judgements. I also like the idea that these judgements might not be applied to particular skills. I am really concerned about the metaphor about products and turning people out and training these people. I think, again, going back to Group Three, the notion about dispositions makes a lot of sense. I was intrigued by the opening to "The Paper Chase" sequence, where the professor said, "I am not going to teach you how to be a lawyer, you have to do that yourself. I am teaching you how to think like a lawyer." I think if we could work harder on making some judgements about the dispositions that our students acquire, dispositions to learn, dispositions to try things out, dispositions to look it up, dispositions to solve problems, we could do a much better job in what we are doing. Not to be facetious, but just last week, some teachers in an Illinois community conducted a strip search of junior high school kids because somebody had lost a five dollar bill. It seems the judgement of those teachers was suspect. The point is not "Do these teachers know how to use wait time?" It seems to be immaterial to their commitment to some kind of understandings of what the U.S. Constitution is and whether they thought about some alternatives to what they were doing. The disposition approach is more liable to get at that issue than the skills approach.

The other thing about staffing, and it is awfully hard to say this, but a lot of faculty at some distinguished universities who are located in east central Illinois, kind of wander away from evaluation. They may say they do not want to play God, or when you talk to them about the quality of their students, they smile and say, "How do you spell it?" They do not want to make these judgements. I think if we had a staffing program, we would draw those people into it and perhaps a staffing procedure would then give all of us courage to make these judgements. I think that in unity, there is some strength.

The last question was, "Is there a need for some kind of test for public confidence?" That is, test scores may not predict anything. I was suggesting in several groups that I was in, that I am not sure that

the LSAT exam predicts anything, or that the MCAT predicts anything, but they serve something of a public relations purpose. Now if the teacher exam is so easy that an eighth grader could pass it, then we have another kind of problem and we have to worry about that. Another element to consider is that when people go through a program and it is tough and rigorous, like in architecture when they have to produce all of their work in two weeks and they stay up all night, a tradition in most architectural programs, there is something about that suffering that pulls a group together and that makes them feel that it is worth it. We have student teaching, which in a sense is a suffering for some people. But I think too, that this idea of making them take some exams and sweating them out and having them study together might help, both in terms of the public and in terms of having the students feel better about themselves when they pass. I am not sure when we tell our students that they got an A in student teaching that it really means very much to them, but maybe passing some of these hurdles would in a sense create some meaning on their part. What I am asking in summary is, "Can we redefine what assessment is supposed to do, in some ways to make it more "Do-able." Is there some way that we can harness faculty judgments. Would it make sense to harness faculty in a group effort, to get at the evaluations and assessment of candidates, rather than doing it one on one. Will some kind of public ceremony, like taking a test, really solve the public relations problem that we are facing now?

Major Issues

Session #4

At the beginning of the second day of the conference participants were asked to identify the major issues confronting us as we seek to improve assessment of students. Following discussions in each of the six working groups, the group facilitators combined the separate lists and identified a composite list of nine issues.

The following report was provided to the total workship group by one of the small group facilitators.

SESSION 4 - SPEAKER 1

Dr. Nancy Zimpher, Ohio State University

As you might guess even the six facilitators had some trouble articulating what the issues were among the six of us, so we may not be there yet. We will try to explicate each of the nine issues and then I

think there will be some ranking among us of which of those nine we really want to talk about.

#1 What assessment measures should be used to certify teachers?

The issue is how shall we test for licensure? The assumption is that many states have said that we are going to measure competence. The question is, how? What measures shall we use for certification or licensure?

#2 Most groups played off the creation of an assessment model or assessment paradigm. People want to get together to talk about a model for assessment.

#3 Third is the program efficacy issue. How do we know that the articulated program is the program that is, in fact, implemented? How do we assure that the program that is articulated is the program that will make a difference in the effectiveness of our product?

#4 Can we identify entry qualifications and exit competencies for teacher education programs? What should students come to our programs with; what should they leave with? We need a specification of characteristics or competencies.

#5 How can we assess dispositional attributes? We need a group to talk just about dispositional characteristics, attitudes, beliefs, affective attributes of teacher candidates, and the obvious implication, can we measure any of those, and if we do, do we make decisions about them?

#6 There is an issue of the relationship between institutional assessment and state-wide assessment. What do we mean by this? What is the institution's right or autonomy to assess vs. a regulatory agency's right to assess? We need to discuss the dynamics between regulatory agency assessment policies and institutional prerogative.

#7 What are the public relations issues associated with teacher assessment? By that we mean public policy makers have a sense of urgency. How do we respond to that? How do people in agencies buffer between our institutional needs and public policy maker needs? The question is what are the public relations issues associated with assessment?

#8 Should AACTE articulate a set of competencies for teachers?

#9 What are the implementation concerns in building assessment models? How do you implement an assessment system?

Summary

Session #5

The final activity of the conference was a second reporting by the three individuals identified to provide reactions to the comments made by conference participants.

SESSION 5 - SPEAKER 1

Dr. Nancy Zimpher, Ohio State University

Good afternoon. We have a challenge before us. One of the characteristics of these last two days is that we have been very vocal and provocative and interactive in our small groups, and when we come into this large room we tend to get quiet and reserved and private! And so for one hour we are going to attempt to break out of past habit and practice. We are going to do that by the following format. We have some reactions from Jim, Cass, and Ron, observations, stimuli. We would like to hear from each of the three of them. We trust we will be provoked by what they have to say. Then we might spend that last half of the session talking about what one is provoked to do at this stage in any conference, and that is to think about next steps. We may want to take issue with something that is said or extend something that is said. We may want to think about meeting again or what we would like to see as a documented piece of evidence from this activity. We might want to send a letter to AACTE, pose a charge. I have heard some themes today. We might want to follow-up on some of those. We have a challenge; our challenge is to see what kind of contributions we can work out of this last hour of energy. Shall we go in the order closest by starting with Jim?

SESSION 5 - SPEAKER 2

Dr. James D. Raths, University of Illinois

I have three topics I want to talk about.

#1 I was prompted to say something about Division K and AERA and it will relate to something that Ron Adams will speak to later. Some of you know we have been trying to get our SIG group promoted to a division in AERA and last Saturday and Sunday in Washington we finally got the teacher education division approved. It was approved on the condition that the title be amended and the delegation there had to

decide whether to go along with that. They amended it to "Teaching and Teacher Education." We did not have the 2/3 vote which we needed without making that change, so it was just one of those things where the SIG representatives there had to decide and they decided to go with it. The connotation of teaching was teaching as a career, not teaching as in instructional design. We felt that that was okay. What is going to happen now is that Lee Shulman who is president of AERA will appoint a vice-president to serve as the leader of this division and it could be within two weeks. It is within his power according to the By-Laws to name that person. That person then organizes an election that will take place after next February. In the AERA program, it will say Division K, and Division K will be assigned slots and have invited speakers and so on. I think it is a real plus; it is a chance for teacher educators to have a newsletter, to have some kind of staff support from AERA, and perhaps to have a say in the way AERA governs itself, to give teacher education more of a break.

#2 I was interested in our concern about finding instruments or measures to use to assess candidates. I am convinced that it is a fool's search. There are no paper and pencil instruments that are going to make those judgements. Combs used to say, "Use yourself as an instrument." I think the judgements we make as professionals are ones we should prize and also ones that we should research. As Bob Stake has reminded us all, judgements are data, and we can use those judgements as data to test out how well they work or how they do not work. Of course, if we are going to do that, use our own judgements, it means that we have to commit time to getting to know candidates and getting to know the candidates' work and spending time to share our judgements. So the idea is rather than do that, let us give them a test. One of the things about teacher education is how labor intensive it is. I think we found out that where we had successful programs we had professors engaged in long, hard work! I am not sure there is a short cut for it. Maybe that is a good thing.

I was reminded that very often when people come to meetings like this or when they go on accreditation visits or external review visits, they in a sense "go to church." They are more self righteous and more insistent upon good practice than they are back home. Maybe that is good. Maybe it stretches all of us, so that when we go back home we are a little more dissatisfied.

The point that I have been trying to answer here for myself is how can we get faculty more involved in the assessment effort and I do not have the answer to that. I did hear that other people were concerned about that as well. People used to say that changing a curriculum is like moving a cemetery or something on that order. I was once told, "You know how you change a curriculum? You change it!" It is not really that tough if you go about it. I just wonder if we do not know that there are some good practices about student assessment. Instead of falling back on the vague notions that are in the NCATE standards or in the state standards, I would suggest we advocate that admission to a

teacher education program needs to be separate from admission to the university. We should say it is good practice to separate the two. We need to do this because the data we get from the high schools are not good enough to make decisions about admission to teacher education. We just should say that to be an accredited program or an approved program, you ought to make a distinction between admitting to a university and admitting to a program.

Again, in student teaching, we should separate the formative and summative judgements; that is, the coaches should not make judgements about final grades. We need to make sure that we build into our programs the chance for a distinction between the coaching and the summative evaluations about student teaching. I was asking yesterday whether the staffing plan might be the way to go. The staffing would involve the faculty, so there is a way in which they are really engaged in it. It would make use of their judgements, and they would have to have multiple sources in order to make the judgements. We could have students develop portfolios; as Larry Freeman reminded us, there are programs in Illinois where students develop portfolios almost like the architecture or art students do, so faculty can see the kinds of lesson plans they have done, the kinds of tests they have written, the kinds of logs they have kept, and make some judgements about the quality of these people as professionals. We could be like Ohio State and build some triangulation into the system so that there are some independent judgements rendered, and the faculty can then make an assessment about how serious any discrepancies are.

#3 Maybe the last thing is that we actually cannot trust the entitlement program, we cannot trust the professors at institution A to say that the candidates in institution A are okay or not. It does not work because we teacher educators recommend almost everybody who comes through. We need some external check, such as the bar exam, as a check, as the medical boards is a check, as the CPA exam is a check. They do not solely take the word of the medical professors or dental professors or the law professors, but in addition there is an external check. We could say that's another standard in the accreditation process. If we are going to assess students let there be some external-to-the-faculty check about whether people should be entitled to licensure. I am just saying that these are very simple standards but they are at a level that I think are more concrete than what we have now. If we could agree that these suggestions make sense we could write them out, add others, or amend these. But at that level of abstraction, we could then assess our own programs and say how well we are doing. We could also go back to our faculty and to our deans and executive committees and say this is what a group of professionals say is good practice, and here is how we measure up. It seems to me that it is that kind of "development of norms" that is going to help us make some changes.

SESSION 5 - SPEAKER 3

Dr. Cassandra Book, Michigan State University

It is interesting to sit here and think about summarizing what has gone on over the last two days. I am attentive to my own feelings and maybe some of you are to yours as well. I find myself thinking in three veins. One is I feel reinforced about what I have done, we have done, and where we are collectively. I would like to elaborate on that. Secondly, I feel enlightened because I have learned some new things. I am pleased about that. Finally, I feel motivated to follow-up on things that I can take from our discussions. I would hope that others of you feel that way too.

To go back to reinforcement, one thing that our particular group spent time on was talking about models to systematically approach evaluation. In this model, we need to look at the inputs. We talked about entrance characteristics that we wish to assess. Another group came up with academic and cognitive skills or backgrounds in performance skills (which may not be assessed necessarily at the beginning) and dispositional attributes. Those are things on which there is a high level of agreement. We agreed we would look at grade point averages and scores on a basic skills test. (We noted that it does seem reasonable for preservice teachers to score at 12.9 grade level. After all, the comment was made that they should be at least as smart as the kids they are teaching in the twelth grade.) Those are indicators that I have already been thnking about and that our program has been concerned about. But we have not implemented such screening measures yet. You have given me the impetus to implement more of those agreements.

It was useful for me to recall that other inputs in the model are program objectives and goals, the relationship of course goals to program goals, and the need for making those clear. One of the things that I feel was also reinforced, particularly by those of you from the southern states who are coping with competency tests imposed from external forces, is that those external forces are an input. Those external forces are going to make a difference in terms of what we teach, how we teach, how we assess, and how we prepare our students to pass the tests. One other input, that did not get as much attention as needed, is examining our faculty. At Michigan State we have examined the relationship between what faculty say the program goals ought to be, and given those goals, what educational beliefs they ought to insist upon and direct students toward. I think we need to look more at the fit between faculty input into our programs and what our products look like. I think that whole issue of program efficacy is important for us to look at, and while it got bantered about a bit, it may not have been hit as directly as needed.

Another piece of the model that seems to need additional attention is the interaction of what happens to students as they are going

through the programs. Some of us talked about ongoing assessments, portfolios of students and students' journals. I think these provide useful information. One area of research that needs to be articulated is how students come to think about teaching, how they put together all of the information they are getting. Regardless of their initial GPA or ACT score, how do they come to think about the interaction of student-teaching in learning context? How do they put together what we teach them about education psychology, school and society, and everything else into a coherent exercise of the role of the teacher in the classroom?

We need to examine where we are as a teaching profession, as teacher educators, and what we have to offer to "Joe Six-Pack." I really value the input of our "Joe Six-Pack" attender here as well as Barry from the state department. I think we need interaction with these people and those other education department people to help us extend our thinking. I was enlightened at this conference because my thinking from time to time was pushed and probed, not only by other teacher educators, but also by others who come with a distinct group of people that they either represent or interact with daily. I think we need that kind of interaction, and I valued these exchanges over the last two days. I think we need to think about other audiences with whom we need to interact as we talk about teacher education, about assessment of students, and assessment of prospective teachers. Through these interactions we need not change our position, but we need to be better able to communicate with those people to help them to understand us.

I think the comment about a two page executive summary is something that we need to remember. We are prone to writing journal reports and monographs, maybe because we indulge ourselves in that kind of reading, but not everybody, especially those policy makers and decision makers, reads such prose. I think we need to be very clear about communicating to those publics. So, I was enlightened by the input of all of you who came from groups other than teacher educators.

Finally, I was motivated to look at some things that need to be done, and I am going to just highlight a couple of things because I know what Ron is going to say, and I share the perspective he is going to bring. I think that first of all, I was personally motivated to implement at MSU some of the things we have not implemented. For example, we have not increased our GPA requirement. You all gave me impetus to say, "Yes, there is some value in professional judgement." We can probably make the case so it will stand up in a court of law. I gained a few more arguments to go back to our teacher education council people who were dragging their feet on this issue. I think you have helped me in that way.

Second, I am motivated to share some of the instruments that we at MSU have developed and the information we have gleaned. I hope that some of you who have talents in meta-analysis will pull together the

many research projects that demonstrated the kinds of things we have already talked about, such as the fact that teacher education students are not the bottom of the academic barrel everywhere. We need to amalgamate such information and disseminate it. I think we need to share what we know in a way that goes beyond our individual institutions. It is clear to me that we have a great deal to share. I hope that we will be able to continue sharing.

For me, this has been a useful conference. I feel that I have learned from you. You have reinforced some of the things that I have already felt. I think we sometimes need the synergy of a group to move us, not only for the short period of time to feel good about what we have done and to feel that there are some positive things to come out of it, but to go that next step to make some things happen. I think that is our challenge and I think that Ron has some specific suggestions.

SESSION 5 - SPEAKER 4

Dr. Ronald Adams, Western Kentucky University

I have three points I would like to make very quickly, because I would like to challenge you and invite you to react to these and maybe other points as a total group. There are three things, that seem to me, that are next-step kinds of things that we may do to improve teacher education program evaluation.

One, I think we need to look towards some type of networking activities. It has been a real pleasure to be part of this group. I have enjoyed the discussion very much. I keep thinking that we should get this group together with the TEPFU studies group and maybe bring members in from the new AERA Division K group. If we could organize a critical mass of concerned and capable individuals who can really begin to look at program evaluation, I think it would be a tremendous activity to get program evaluation moving forward. I would suggest that we identify a meeting place, maybe in conjunction with a professional association annual meeting, where individuals who are interested in and active in program evaluation can meet. I would make a suggestion to AACTE to make room on their program for us and other individuals highly concerned with program evaluation. We may also want to think in terms of some type of a publication, whether it be a newsletter, as TEPFU is already doing, a journal devoted to teacher education evaluation, or possibly an electronic mail network. We now have the technology capabilities to allow institution to communicate via computer networks, and I think we need to explore this possibility. We must begin to strengthen the lines of communication so we do not go back to our programs, back to our homes, and let these ideas slide. We must continue to keep motivated, we must continue to learn from each other and build upon the energy and the enthusiasm of

each other.

The second point that I would like to suggest is directed to those of you who are thinking about changing your evaluation system or beginning a new evaluation system. With the current lack of funds to do research, particularly research in teacher education, we simply are not going to progress the professional knowledge base. I would propose to you that in thinking about program evaluation we also think about program evaluation as a means of increasing the knowledge base of teacher education. I think that the kinds of efforts we have talked about here and that others have been engaged in elsewhere in teacher education evaluation may be critical to producing knowledge about teacher education. We also need to do research on the teacher education program evaluation process itself. I think there has been precious little research that has actually been conducted on effective ways of evaluating teacher education programs. I would propose to you, one, that you think in terms of utilizing program evaluation as a means for furthering the knowledge base of teacher education, and secondly, that through networking we can begin to learn more about the process of evaluation itself.

The third point is the notion of being aware of the role evaluation may play in the political arena. What role does evaluation play in the process of political decision making, whether at the national level or the state level? Are political leaders aware of what is going on in teacher education that is positive? We have all indicated that we have heard enough bad news; let us get some good news for a change. How can program evaluation assist in keeping our politicians aware of what is going on in teacher education? The session we had this morning with Buddy Blakey was very enlightening to me as he gave a perspective from the legislator's point of view. He gives very good advice on how to make an impact on congressional legislators and how to interact with state legislatures. I think we have to become more aware of the political issues in our profession. I believe there are some aspects of program evaluation that need to be viewed from the political perspective. We tend to think of program evaluation as related to improving our programs or meeting some external demands, but there is a function that also related to getting the kinds of information to political decision makers to provide a possible influence on behalf of teacher education. We need to be more politically active, and we need to be more politically aware of what is going on around us both at the state and national levels.

William A. Blakey, Counsel
Subcommittee on Postsecondary Education
U. S. House of Representatives

When Dave Imig and Dean Dunifon first invited me to participate in the Conference on Student Assessment, I was anxious to participate but puzzled about the benefits to be derived. The subject matter appeared to be very technical, but was closely related to Chairman Paul Simon's active, personal interest in teacher preparation. I was looking forward to listening and learning from the experts and those on the 'firing line' in the colleges of teacher education, as a means of expanding our grasp and understanding of the issues in teacher evaluation and assessment.

My reactions to the conference might be viewed as an "outsider" looking in. From the perspective, it is absolutely essential that whatever assessing and evaluating of teacher education students is necessary for institutional purposes, that same assessment must make a contribution toward answering the basic questions being raised by education policymakers:

What is a good teacher?

How do you teach a teacher to be effective in the classroom?

Are the people in the classroom competent, and how should that be determined?

These are the questions that professionals should be raising, but those are not the same issues on "Joe Sixpack's" mind as he and his family look at the local public school and the education provided his children. Joe Sixpack's concerns include: (1) Are the people teaching my children "good" teachers? (2) Who decides who can teach and whether the teacher is "qualified"; and (3) What can I do to be sure that the teacher who teaches my child is supported by the principal and rewarded for her/his performance?

These basic questions are at the heart of my reactions to and participation in the AACTE/ISU conference. They are important for the simple reason that formal teacher preparation, evaluation, and even certification are increasingly seen as irrelevant to producing high quality teachers for the classroom. This perception has been created and is contributed to by the following:

the "merit pay" issue and the fact that teacher salaries are often tied to longevity and acquisition of post-baccalaureate degrees;

use of SAT/ACT entry scores as a measure of knowledge and competence and the fact that those scores (for education majors) have been declining;

the recent criticism in A Nation at Risk and High School, widely publicized negative commentary in the press and some electronic media about the teacher education curriculum, especially so-called methods courses; and

the perceived lack of a strong certification process, including reports of recent National Teacher Examination (NTE) test scores and the "weak" standards that are used to certify (or recertify) classroom teachers.

As teacher educators and evaluators debate and decide the many important issues we face in improving the quality of and equality in education, the debate must not focus on internal concerns or issues viewed from the perspective of those in the profession. One of the profession's basic problems is that it tends to talk only to itself. This is especially true of research and evaluation people in higher education. Increasingly, however, some are beginning to see, understand, and use their work to influence the public policy process. This is essential if current perceptions and institutional, state, and federal policymaking processes are to be influenced.

It is important to understand and keep in mind, from the outset, that good evaluation/assessment results must have at least two purposes: (1) to improve programs, and (2) to influence public policy decisions. Design it that way, develop it with those objectives in mind, and produce it in a form which allows it to be used by policymakers.

One of the most consistent criticisms I hear about educators is their inability to communicate effectively. Quoted here is one politician's partial list of "pet peeves" about educators. The language provides a sense of the public perceptions which must be overcome:

> In order to frame effective social policy, we need facts, not generalities. We also need practical, not pie-in-the-sky, responses to immediate problems. Yet, rarely do educators have the information we need to make sound policy.
>
> Educators ought to know how to communicate, but there are few groups that speak less clearly, less concisely, and with more obfuscation. Instead of precise, comprehensible, here-and-now language, what we get is usually too olympian, too utopian, too abstract, or too fuzzy to be helpful. The

other side of this talking over our heads in jargon and verbiage is a tendency of many educators to talk down to us,...In either case, real understanding is seldom advanced by the way educators communicate with us.

Educators have little understanding of the legitimacy and importance of the political process. This ignorance is expressed in many ways:

Educators view our difficult work of negotiating, compromising, balancing interests, and refining or fine-tuning public policies as dirty, underhanded, or even immoral.

Educators also run counter to sound political practice by splitting, that is, by playing off their part of education (higher, elementary/secondary, libraries, school boards, state education agencies, teachers, etc.) against other education interests. Instead of a united educational front, we are faced with warring factions, a situation in which almost everyone loses.

If politicians suggest that educators build coalitions with powerful non-educator groups, educators respond with righteous indignation that they are "above politics."

Educators give lip service to accountability but fail to do anything to bring it about. They are afraid to tell the taxpaying public what it gets for its huge investment in education.[1]

When it comes to the written word, especially when it is to be used by legislators or the media, try to keep the following in mind when you develop your findings, conclusions, and recommendations for public dissemination or advocacy purposes:

keep your written document to ten pages or less and provide a 1 - 2 page Executive Summary where possible.

develop graphs and other visual presentations of the facts, trends, etc., that you wish to present for use with the media and for public consumption.

be prepared to discuss (not debate) your findings with legislators and other policymakers, and always try and communicate with them on a regular basis (or through staff).

cultivate relationships with education reporters, editorial writers, public radio and TV journalists so that you have a ready access point. They will seek you out

when an issue -- on which they respect your point of view or expertise -- arises and when they want background or an educator's viewpoint.

These suggestions or 'helpful hints' may be used in any legislature or policymaking process. They must, of course, be adapted to the circumstances and personalities involved. One of the most enjoyable aspects of the legislative process is its dynamic state; strategies change as the people, the policy, the purpose, and the politics change. "Ideas are great arrows, but they must have bows. Politics is the bow of idealism."

[1]"A Guide for the Powerless -- and Those Who Don't Know Their Own Power." Adapted from the article, "Politicians and Educators", in Phi Delta Kappan, November 1974.

Joyce D. Stern, Senior Policy Analyst,
U.S. Department of Education

Probably at no time in history has it been more of a challenge to be a teacher. The exponential growth of knowledge, new legal requirements, and family disintegration all conspire to broaden and deepen the responsibilities of a classroom teacher. We hear, too, of the terrible sense of isolation and the bureaucratic minutiae that impede the fundamental mission of today's teacher.

Many of these problems are beyond the scope of the teachers' college to address, though in an ideal world that would not necessarily be the case. Another system would allow the college advisor to counsel his or her graduates in their first teaching assignment as they become integrated into their own school's supervision and mentoring system. We lose good teachers, in my view, because rewards and support systems are in short supply--not because of any inherent flaws in the schools of education. Their policies do determine the quality of the graduates entering the school systems, however. And it is in this context that teacher education student assessment is critically important. It cannot be ignored.

As everyone well knows, this Administration has put the spotlight on teachers and teaching even prior to the issuance of the report of the National Commission on Excellence in Education. That report and the reports of other blue-ribbon panels, including that of the recent NIE-sponsored Study Group on the Conditions of Excellence in American Higher Education, identified upgrading the quality of the classroom teacher as central to the success of American education.

Reflecting former Secretary Bell's overriding concern about the quality of the Nation's teaching force, a special grant was made in 1983 to AACTE to examine teacher education throughout the country. The National Commission on Excellence in Teacher Education has concluded a series of five regional hearings and has commissioned papers on a wide variety of topics from the teaching professionals. Their report will hopefully clarify the issues and help focus the national debate.

In the context of this unprecedented interest in teachers, fostered not only by government but by the media as well, the AACTE/ISU Conference on Student Assessment was, at the very least, a timely event. I attended as an observer on behalf of Under Secretary Gary L. Jones and as a Senior Policy Analyst with the U. S. Department of Education with a longstanding professional interest in issues related to teaching and teachers.

It is my own personal view that the new and laudable drive by this country toward improving the quality of the teaching force will founder on the shoals of confusion unless, in a fairly short time, measurements of quality are developed or suitable proxies receive general acceptance. At present, because of the need to determine merit awards and advancement, public attention is largely focused on measures to evaluate teachers already in the workforce. At the state level, Tennessee and Florida are moving forcefully ahead in this arena. Charlotte-Mecklenburg's patient efforts to gain teacher and community investment in a plan to link teacher evaluation and progress on a career ladder exemplifies local-level involvement.

Recently, the RAND corporation, in a NIE-sponsored study, intensively examined four advanced teacher-evaluation plans at the local level and identified several components as essential to the process. These include: an appropriateness to the local setting, a commitment of time and money, a decision as to what the plan should accomplish, and well-trained evaluators. I would suggest that the study contains policy considerations that are transferable to the college setting and to student teacher assessment.

For example, in the information and brainstorming sessions of the conference, people were struggling with the issues of just what should be measured in the student teacher and why--to ensure quality or to weed out the incompetent early in the process. Everyone had a list of favorites and leaned one way or another as to a rationale. Again, my personal view is that finding the perfect list will prove an elusive goal. Just as there is strength in numbers, there is vitality in variety, and each school (and the districts it serves) should be comfortable with what it develops or adopts.

Mentioning the school districts leads me to another theme of this Administration-partnerships. Some 46,000 partnerships between schools and business/industry have developed since the President proclaimed school year 1983-1984 as the National Year of Partnerships in Education. One of this country's oldest partnerships exists between the college of education and the schools where the students practice their craft and, to some extent, the districts which receive the graduates. But few would disagree that stronger ties are needed to enhance the professionalism of that relationship. I would submit that if teacher educators would engage their local school district counterparts in the professional debate about appropriate indicators in student teacher assessment, each system of evaluation that emerges--that of the teachers' college and that of the school--will be better than any developed in isolation.

The American Association of Colleges for Teacher Education and Illinois State University are to be congratulated for creating a public forum for this issue. I appreciated the opportunity to attend together with this opportunity to express some ideas inspired by the conference.

PARTICIPANTS
AACTE/ISU CONFERENCE ON
STUDENT ASSESSMENT

Ronald Adams
Director, Educational Research
College of Education
Western Kentucky University
Bowling Green, KY 42101

James Algina
Dept. Educational Foundations
University of Florida
Gainesville, FL 32611

Elizabeth Ashburn
American Association of Colleges
for Teacher Education
One Dupont Circle
Washington, DC 20036

James Barbour
University Registrar
Illinois Wesleyan University
Bloomington, IL 61701

Herman E. Behling, Jr.
Assistant State Superintendent
Maryland State Dept of Education
200 West Baltimore Street
Baltimore, MD 21201

Sidney Bergquist
Dean, School of Education
University of Alaska-Anchorage
3211 Providence Drive
Anchorage, AK 99508

William A. Blakey
Counsel
Postsecondary Ed House Subcommittee
320 Cannon House Off Bldg
Washington, DC 20515

Cassandra Book
Assistant Dean, Teacher Education
College of Education
Michigan State University
East Lansing, MI 48824

Robert L. Byrne
Director, Ed Research & Evaluation
Eastern Kentucky University
Combs 433
Richmond, KY 40475

Shirley Byrne
Chair of Evaluation
Dept of Curriculum & Instruction
Eastern Kentucky University
Richmond, KY 40475

Don Carver
Dean, College of Education
University of Northern Iowa
Cedar Falls, IA 50614

George A. Churukian
Director, Teacher Education
Illinois Wesleyan University
Bloomington, IL 61701

Frank G. Cookingham
Coordinator Evaluation and Research
Kent State University
306 White Hall
Kent, OH 44242

Evalyn Dearmin
Asst Dean, College of Education
University of Nevada
4505 Maryland Parkway
Las Vegas, NV 89154

Jon Denton
College of Education
Texas A & M University
College Station, TX 77843

Esther P. Divney
Chairman, Div of Education & Psychology
Peru State College
Peru, NE 68421

William S. Dunifon
Dean, College of Education
Illinois State University
Normal, IL 61761

Mary M. Dupuis
Associate Professor, Education
Penn State University
145 Chambers Building
University Park, PA 16802

Marilyn Feldmann
Coordinator, Admission to Teacher
Teacher Education
Illinois State University
Normal, IL 61761

Rita M. Fillos
Director, Center for Educational
Leadership & Evaluation
College of Education
University of Delaware
Newark, DE 19716

Robert L. Fisher
Director, Clinical Experiences and
Certification Processes
Illinois State University
Normal, IL 61761

Donald J. Freeman
Director, Office of Program Evaluation
College of Education
Michigan State University
East Lansing, MI 48824

Larry Freeman
Dean, College of Education
Governors State University
University Park, IL 60466

Gary R. Galluzzo
Glassboro State College
Glassboro, NJ 08028

John Godbold
Assistant Dean
College of Education
Illinois State University
Normal, IL 61761

David Imig
Director, American Association of Colleges
for Teacher Education
One Dupont Circle
Washington, DC 20036

Edith Guyton
Coord Ed Field Svcs College of Education
Georgia State University
University Plaza
Atlanta, GA 30303

Jim Johnson
College of Education
Northern Illinois University
De Kalb, IL 60115

Deborah Osen Hancock
Dean, School of Education
California State College
Bakersfield, CA 93311-1099

Wilton Key
School of Education
West Georgia College
Carrollton, GA 30117

Stafford Hood
Program Evaluator
Program Evaluation & Assessment
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

William Loadman
College of Education
Ohio State University
Columbus, OH 43210

Jerry G. Horn
Associate Dean, College of Education
Kansas State University
Manhattan, KS 66506

Glenn C. Markle
University of Cincinnati
401 Teachers College
Cincinnati, OH 45221

Kenneth Howey
Assoc Dean & Prof, Teacher Education
University of Minnesota
Minneapolis, MN 55455

Richard A. McEwing
College of Education
Idaho State University
Pocatello, ID 83209

Arnold J. Moore
Dean, College of Education
Mississippi State University
P. O. Box 5365
Mississippi State, MS 39762

James D. Raths
Exec Sec, Council on Teacher Education
University of Illinois
130 Ed Bldg., 1310 South Sixth
Champaign, IL 61820

Robert Norton
Department of Education
Mid-America Nazarene College
Olathe, KS 66061

Patricia Reed
College of Education
Bowling Green State University
Bowling Green, OH 43403

Norma Nutter
Coordinator Student Personnel Services
Ohio University
124 Mc Cracken Hall
Athens, OH 45701

J. T. Sandefur
Dean, College of Education
Western Kentucky University
1608 Singletree
Bowling Green, KY 42101

Phillip A. Pratt
University of Maine at Orono
314 Shibles Hall
Orono, ME 04469

George Schlinsog
Assoc Dean, College of Education
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920

Bob Press
Governors State University
Park Forest South, IL 60466

Joyce D. Stern
Senior Policy Analyst
U. S. Department of Education
Rm 4027, FOB #6, 400 Maryland Ave. SW
Washington, DC 20202

Michael C. Pyryt
Dept of Special Education
West Virginia College of Grad Studies
Institute, WV 25112

Jerry Summers
Director Sec Field Experiences
Indiana State University
Terre Haute, IN 47809

Bonnie Thomas
Professor of Education
Illinois Wesleyan University
Bloomington, IL 61701

Nancy L. Zimpher
Coord, Undergrad Prog College of Education
Ohio State University
29 West Woodruff, 210 Ramseyer
Columbus, OH 43210

Mel G. Villeme
Dir, Student Personnel Office
College of Education
University of South Florida
Tampa, FL 33620

Barry Weiss
Certification Section
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

William Wiersma
Center for Ed Research & Services
University of Toledo
Toledo, OH 43606

Diane Worthy
Director, Field Experiences
Winthrop College
Rock Hill, SC 29730

James T. Ziegler
Coord., Teacher Education Programs
Miami University
200 McGuffey Hall
Oxford, OH 45056

Annotated Bibliography

This annotated bibliography contains abstracts of journal articles and documents on ASSESSMENT OF PRESERVICE TEACHER EDUCATION STUDENTS which were added to the ERIC database from 1982 through December 1984.

The search strategy used in creating this bibliography retrieved all those citations indexed under the ERIC Descriptors PRESERVICE TEACHER EDUCATION and TEACHER EDUCATION PROGRAMS, only if they also had the descriptors:

- COMPETENCY-BASED TEACHER EDUCATION
- MINIMUM COMPETENCY TESTING
- NATIONAL COMPETENCY TESTS

In the bibliography, the documents are listed first, followed by the journal citations, both in chronological order. Journals cited in the bibliography (citations with EJ accession numbers) can be found in most research libraries. The full text of ERIC documents (citations with ED accession numbers) can be read on microfiche at any of over 700 ERIC microfiche collections or can be ordered from the ERIC Document Reproduction Service. Their TOLL-FREE NUMBER, (800) 277-3742, can be used to obtain cost and availability information.

An important aspect to understand about the ERIC system is that it is designed to be a comprehensive archive. It is the single source from which you can obtain "fugitive documents"--materials that are not readily found elsewhere, such as conference papers, research reports, curriculum guides, feasibility studies, federal, state, and local government reports, test instruments, lesson plans, and literature reviews. However, while ERIC is comprehensive, it is not all-inclusive. Some documents which you may have expected to appear in this bibliography may not have been submitted to ERIC. Also very recent materials may not appear, because it usually takes three to four months from submission to announcement.

Questions and document submissions are gladly received at:

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036
(202) 293-2450

DIALOG File 1: ERIC - 66-84/Dec

EJ296066 SP513701
Higher Ability Education Graduates: Do They Enter and Stay in Teaching?
Villeme, Melvin G.; Hall, Bruce W.
Teacher Educator, v19 n3 p11-15 Win 198 1984
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJJUN84
Results of a study on education graduates in Florida indicate that higher qualified graduates are entering and intend to remain in teaching positions. This study examined employment status, long-range teaching plans, satisfaction with teaching, and attitudes towards teaching as a career. Methodology and results are given. (DF)
Descriptors: *Academic Achievement; *Educational Quality; Graduate Surveys; Higher Education; *Job Satisfaction; *Teacher Attitudes; *Teacher Education Programs; *Teacher Qualifications

EJ296038 SP513673
Professional Preparation: A Process of Discovery.
Wendt, Janice
Quest, v35 n2 p182-89 Fall 1983
Available from: UMI
Language: English
Document Type: POSITION PAPER (120)
Journal Announcement: CIJJUN84
Teacher education programs should include methods of promoting self-awareness in prospective physical educators. Suggested guidelines to help develop potential are listed, including increased autonomy; more adequate assumptions about reality, possibility, and value; improved competencies; and increased awareness and openness to experience. (Author/DF)
Descriptors: Competency Based Teacher Education; Coping; Personal Autonomy; Physical Education; *Physical Education Teachers; Problem Solving; *Student Teaching; *Teacher Education Programs
Identifiers: *Human Services Educators

EJ292105 RC505303
The Performance-Based/Developmental Debate About Student Teaching Supervision: A Typology and Tentative Resolution.
Housego, B. E. J.; Grimmett, P. P.
Alberta Journal of Educational Research, v29 n4 p319-37 Dec 1983
Language: English
Journal Announcement: CIJAPR84
The dichotomy between two concerns of student teaching supervision (emphasis on interpersonal helping relationship versus task-oriented, performance-based approach) is examined. Suggests dichotomy is fallacious, presents a typology of approaches, maintains student teaching supervision is a teaching process calling for supervisor variability of approach and flexibility in interactive behaviors. (MH)
Descriptors: Classification; Classroom Techniques; Competency Based Teacher Education; Helping Relationship; Higher Education; *Interpersonal Relationship; *Practicum Supervision; Preservice Teacher Education; *Student Teacher Relationship; *Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; Teaching Methods; Training Methods

EJ291623 EC160944
Measuring Special Education Teacher Effectiveness.
Englert, Carol Sue
Exceptional Children, v50 n3 p247-54 Nov 1983
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR84
Seventeen special education teacher trainees were observed teaching in elementary resource rooms for learning disabled and educable mentally handicapped students. Results based on student achievement indicated more effective (N=8) and less effective (N=9) teacher groups, with effective teachers presenting more trials and eliciting more correct pupil responses. (MC)
Descriptors: Academic Achievement; Elementary Education; *Learning Disabilities; *Mild Mental Retardation; *Preservice Teacher Education; *Special Education Teachers; Student Teachers; Teacher Characteristics; *Teacher Effectiveness; Teaching Styles

EJ289998 FL515349
Teacher Development and Certification in Foreign Languages: Where Is the Future?
Lange, Dale L.
Modern Language Journal, v67 n4 p374-81 Win 1983
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)
Journal Announcement: CIJMAR84
Reviews criteria for success of both teacher education programs and language teachers across educational levels, examining what has already been achieved in preparing teachers. Offers a set of proposals to engage teacher education specialists in second languages in dialog about the future of teacher development. (EKN)
Descriptors: *Competency Based Teacher Education; Inservice Teacher Education; Language Proficiency; *Language Teachers; *Preservice Teacher Education; Professional Development; Second Language Instruction; *Teacher Certification; Teacher Educators; *Teacher Selection

-49-

BEST COPY AVAILABLE

EJ289072 TM508422
Student Achievement at Predominantly White and Predominantly Black Universities.
Ayres, Q. Whitfield
American Educational Research Journal, v20 n2 p291-304 Sum 1983
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJFEB84
The National Teacher Examinations (NTE) performance of students with similar Scholastic Aptitude Test (SAT) scores who attended five predominantly Black and 10 predominantly White universities were studied. When grouped by race, both Black and White graduates of predominantly White institutions received higher NTE scores than Blacks and Whites from predominantly Black institutions. (Author/LC)
Descriptors: Academic Achievement; *Black Colleges; Black Students; College Entrance Examinations; Comparative Analysis; Education Majors; Liberal Arts; *Program Effectiveness; Scores; *State Universities; *Teacher Education Programs; White Students
Identifiers: *National Teacher Examinations; North Carolina; Scholastic Aptitude Test

EJ288935 SP513313
The Accuracy of Pre-Service Teachers' Assessments of Their Classroom Behaviors.
Irvine, Jacqueline Jordan
Journal of Research and Development in Education, v17 n1 p25-31 Fall 1983
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143); REVIEW LITERATURE (070)
Journal Announcement: CIJFEB84
The concurrence between preservice teachers' self-evaluations and the ratings of their supervisors was investigated, after both student teachers and supervisors completed training designed to facilitate self-assessment and collegiate relationships. Self-reports of the trained teachers were in moderate agreement with ratings of supervisors. (PP)
Descriptors: Competency Based Teacher Education; Evaluation Methods; Higher Education; *Interrater Reliability; Preservice Teacher Education; *Self Evaluation (Individuals); *Student Teachers; *Student Teacher Supervisors; Teacher Behavior; *Teacher Evaluation; *Training Methods
Identifiers: Georgia; *Integrated Model for Train and Super of Teach

EJ287534 SP513301
The Basic Skills of Prospective Teachers: How Well Do They Read/Write/Speak?
Dupuis, Mary M.; Fagan, Edward R.
Journal of Classroom Interaction, v18 n2 p20-27 Sum 1983
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Journal Announcement: CIJJAN84
This article describes procedures used at Pennsylvania State University to assess basic skills of applicants to the secondary school teacher education program. Tests given prior to student teaching assignments measure reading, writing, and speaking competencies. Test development and validation activities are explained. (PP)
Descriptors: *Basic Skills; Criterion Referenced Tests; *Education Majors; Higher Education; *Minimum Competency Testing; Preservice Teacher Education; *Reading Tests; *Speech Tests; Teacher Evaluation; Test Validity; *Writing Skills
Identifiers: *Pennsylvania State University

EJ284809 SP513163
A Competency Model for the Evaluation of Teacher Education Program Graduates.
Moore, Kenneth D.; Markham, J. Sue
Teacher Educator, v19 n1 p20-31 Sum 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV83
Teacher training institutions should assess the competency level of their graduates so that needed changes in teacher education programs can be made. A model for assessing teacher education graduates and the teacher education program is described. (CJ)
Descriptors: *College Graduates; *Education Majors; *Educational Assessment; Higher Education; Minimum Competency Testing; Preservice Teacher Education; *Program Evaluation; *Student Evaluation; *Teacher Education Programs

EJ283302 SP513032
Alternative Paradigms of Teacher Education.
Zeichner, Kenneth M.
Journal of Teacher Education, v34 n3 p3-9 May-Jun 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Journal Announcement: CIJOCT83

(cont. next page)

BEST COPY AVAILABLE

DIALOG File 1: ERIC - 66-84/Dec

Four paradigms have dominated the debate on teacher education in recent years: (1) the "behavioristic" orientation; (2) the "personalistic" mode; (3) the "traditional-craft" approach; and (4) the "inquiry" orientation. A heuristic device for organizing discussion about desirable teacher education practices is presented, which permits consideration of fundamental questions about objectives. (PP)

Descriptors: Competency Based Teacher Education; *Educational Objectives; *Educational Principles; *Foundations of Education; Higher Education; Humanistic Education; Inquiry; Models; *Preservice Teacher Education; Student Teaching; *Teacher Education Programs

EJ282224 TM508129

Minimum Competency Standards Set by Three Divergent Groups of Raters Using Three Judgmental Procedures: Implications for Validity.

Halpin, Gerald; And Others

Educational and Psychological Measurement, v43 n1 p185-96 Spr 1983

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJSEP83

Although arbitrary, whenever multiple judgmental standard-setting procedures are utilized by different groups concurrently, stability across raters can be achieved and decisions can be made in a relatively judicious manner. Greater stability across methods (Ebel, Nedelsky, Angoff) may be effected by slightly modifying the Ebel approach. (Author/PN)

Descriptors: Admission Criteria; *College Entrance Examinations; *Cutting Scores; Higher Education; *Interrater Reliability; Minimum Competencies; *Minimum Competency Testing ; Teacher Education Programs; *Test Validity

Identifiers: *Standard Setting

EJ282048 SP512959

Are Concessions Worthwhile?

McCabe, J. J. C.

Journal of Education for Teaching, v9 n2 p195-96 May 1983

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJSEP83

Data are given about the progress of 2,000 students who entered the University of Newcastle upon Tyne who were not qualified in the conventional sense. The success rate of these students has been slightly higher than that of students meeting the usual qualifications. (PP)

Descriptors: *Academic Achievement; Admission Criteria; *College Admission; *Eligibility; Higher Education; *Preservice Teacher Education; *Student Characteristics

Identifiers: University of Newcastle upon Tyne

EJ280229 SP512898

The Effectiveness of Mastery Learning Strategies in Undergraduate Education Courses.

Clark, Charlotte R.; And Others

Journal of Educational Research, v76 n4 p210-14 Mar-Apr 1983

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); EVALUATIVE REPORT (142)

Journal Announcement: CIJAUG83

A group-based, teacher-paced mastery learning format was used to instruct students in two sections of an undergraduate course on teaching mainstreamed handicapped children. Students in these sections displayed greater achievement and higher motivation, measured by their number of absences, than did students taught the course by more conventional methods. (Authors/PP)

Descriptors: Academic Achievement; Attendance; *Education Courses; Group Instruction; Higher Education; *Mastery Learning; *Outcomes of Education; *Preservice Teacher Education; Special Education; *Teaching Methods; Undergraduate Study

EJ275481 SP512612

Who Are Our Teacher Education Students?

Martin, Elaine Russo

Journal of Teacher Education, v34 n1 p51-53 Jan-Feb 1983

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); BIBLIOGRAPHY (131)

Journal Announcement: CIJMAY83

This annotated bibliography, selected from the ERIC databases, concerns characteristics of preservice teachers. Studies summarized compare academic achievement of education majors with that of students in other fields and investigate personality traits, attitudes, and other attributes of future teachers. Other studies focus on admissions criteria and relate achievement to teaching. (PP)

Descriptors: *Academic Achievement; *Admission Criteria; Annotated Bibliographies; *Education Majors; Educational Trends; Higher Education; *Preservice Teacher Education; Student Attitudes; *Student Characteristics; Teacher Effectiveness

EJ275479 SP512610

Testing Teachers: Analysis and Recommendations.

Pugach, Marleen C.; Raths, James D.

Journal of Teacher Education, v34 n1 p37-43 Jan-Feb 1983

Available from: Reprint: UMI

(cont. next page)

BEST COPY AVAILABLE

DIALOG File 1: ERIC - 66-84/Dec

Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY83
Two central aspects of the teacher-testing movement are addressed: (1) assumptions that form the basis for the prescription that teachers should be tested; and (2) the various domains in which testing might take place. Recommendations for teacher education institutions concerning appropriate use of competency testing are given. (PP)
Descriptors: College Role; *Educational Trends; Higher Education; *Minimum Competency Testing; *National Competency Tests; *Preservice Teacher Education; Teacher Certification; *Teacher Evaluation; Teacher Improvement; *Test Use; Test Validity

EJ275475 SP512606
The Characteristics of Students in a Five Year Teacher Education Program.
Andrew, Michael D.
Journal of Teacher Education, v34 n1 p20-23 Jan-Feb 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY83
The University of New Hampshire's five-year teacher education program attracts students who are academically able and compare favorably with students in other graduate departments. The program is described, and information about students' attitudes and aspirations is given. (PP)
Descriptors: Academic Ability; *Education Majors; Higher Education; Preservice Teacher Education; Program Content; *Program Length; Student Attitudes; *Student Characteristics; *Student Recruitment; *Teacher Education Programs; Time Factors (Learning)
Identifiers: *Extended Degree Programs; *University of New Hampshire

EJ275474 SP512605
The Academic Qualifications of Women Choosing Education as a Major.
Savage, Tom V.
Journal of Teacher Education, v34 n1 p14-19 Jan-Feb 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); STATISTICAL MATERIAL (110)
Journal Announcement: CIJMAY83
A study investigated: (1) academic qualifications of female education majors; (2) how they compare with females in other academic programs; (3) career-choice shifts during college; and (4) whether females unsuccessful in other programs choose education as a last resort. Scholastic Aptitude Test scores, grade-point averages, and other measures of achievement are analyzed. (PP)
Descriptors: *Academic Ability; Achievement Rating; *Career Choice; *Education Majors; Educational Trends; *Females; Higher Education; Preservice Teacher Education; *Student Characteristics; Teacher Qualifications; Womens Education

EJ275386 SP512517
Who's Afraid of Teacher Competency Tests?
Scherer, Marge
Instructor, v92 n6 p48-50,52,59 Feb 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)
Journal Announcement: CIJMAY83
Competency testing is a fact of life for many new teachers. This article describes different types of tests and the purposes for which they are used in various states. Teachers and spokespersons for educational organizations and institutions express their views on testing and on how test results may affect teacher education. (PP)
Descriptors: Beginning Teachers; *Criterion Referenced Tests; Elementary Secondary Education; *Minimum Competency Testing; Preservice Teacher Education; State Standards; Teacher Associations; Teacher Attitudes; *Teacher Certification; *Teacher Improvement; *Test Use

EJ275364 SP512495
Theory and Practice in Teacher Education.
Davis, D.; Roper, W. J.
European Journal of Teacher Education, v5 n3 p147-56 1982
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJMAY83
Approaches to teacher education are examined to determine their relative emphasis on practice and theory, and are criticized for divorcing theory from practice. A new approach is needed that would enable student teachers to relate theory and practice from an analysis of their classroom experiences. Appendices demonstrate this approach. (PP)
Descriptors: Competency Based Teacher Education; Education Courses; *Educational Needs; *Educational Practices; Higher Education; *Learning Theories; *Preservice Teacher Education; *Student Teaching; *Teacher Education Curriculum; Teaching Experience; Teaching Skills
Identifiers: *Theory Practice Relationship

BEST COPY AVAILABLE
DIALOG INFORMATION SERVICES, INC.

DIALOG File 1: ERIC - 66-84/Dec

EJ274341 EC150831
Competency-Based Objectives for the Student Teaching Experience.
Johnson, Ann Randolph; And Others
Language, Speech, and Hearing Services in the Schools, v13 n3 p187-96 Jul 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); REVIEW LITERATURE (070)
Journal Announcement: CIJMAY83
The article examines a competency-based objectives system for evaluating the student teaching experience for majors in speech-language pathology and audiology programs. It is composed of 89 competencies which cover the broad range of knowledge, skill, and value objectives that a student is likely to experience during student teaching. (Author/SW)
Descriptors: *Competency Based Teacher Education; Higher Education; Preservice Teacher Education; *Speech Handicaps; *Student Teaching; *Teacher Evaluation

EJ271949 SP512352
Testing Teachers: Analysis and Recommendations.
Pugach, Marleen C.; Raths, James D.
Journal of Teacher Education, v33 n6 p13-17,19-21 Nov-Dec 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJMAR83
Two aspects of the teacher testing issue are discussed: (1) reasons for assuming that teachers should be tested; and (2) domains in which testing might occur. The effects of testing on teacher quality and public opinion are discussed. Ways that teacher educators can use their influence to improve teacher quality are suggested. (PP)
Descriptors: Educational Responsibility; Higher Education; *Minimum Competency Testing; Multicultural Education; *Preservice Teacher Education; Public Support; Teacher Certification; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; Test Use; *Testing Problems

EJ271944 SP512347
A Comparison Between Aptitude Measures of Poor-Writing Education Graduates and Poor-Writing Education Dropouts.
Hoffman, Roy A.; Kauffman, A. Dan
Teacher Educator, v18 n2 p20-25 Fall 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR83
Aptitude test scores of education majors at Florida Atlantic University who demonstrated poor writing abilities were compared to determine ability differences between those who graduated and those who did not. Graduates outscored dropouts in the five major areas tested, although both groups ranked low in comparison to the general college population. (PP)
Descriptors: *Academic Ability; *Academic Achievement; Aptitude Tests; *College Graduates; *Dropouts; *Education Majors; Educational Research; Higher Education; *Low Achievement; Preservice Teacher Education; Writing Skills

EJ271941 SP512344
Competency-Based Teacher Certification: Is It Really Happening?
Villeme, Melvin G.
Teacher Educator, v18 n2 p2-4 Fall 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAR83
A survey of minimum competency requirements of state education departments shows that, in 13 states, teacher training institutions must verify students' competencies, and that in four states, teachers must pass the National Teachers' Examination. Florida and Georgia teachers must pass competency tests and demonstrate skills during their first year on the job. (PP)
Descriptors: *Competency Based Teacher Education; Higher Education; *Minimum Competency Testing; National Competency Tests; National Surveys; Preservice Teacher Education; *State Departments of Education; *State Standards; *Teacher Certification
Identifiers: National Teacher Examinations

EJ271925 SP512328
Field-Based Teacher Education: Programs that Work.
Nicklas, Willis L.; And Others
Teacher Educator, v18 n1 p2-9 Sum 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAR83
Two field-based teacher education programs at North Texas State University are described. The West Dallas Teacher Education Project prepares education students to work in inner-city, urban schools, and the North Texas Cooperative Teacher Education Project allows education students to work as paraprofessional teacher aides. (CJ)
Descriptors: Competency Based Teacher Education; Education Work Relationship; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Teacher Aides; *Teacher Education Programs; *Teaching Experience; Urban
(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

Schools
Identifiers: *North Texas State University

EJ270473 SP512247
A Response to Alan Tom and Richard Wisniewski: A Look Beyond.
Roth, Robert A.
Journal of Teacher Education, v33 n5 p32-36 Sep-Oct 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); POSITION PAPER (120)
Journal Announcement: CIJFEB83
A response to articles by Alan Tom and Richard Wisniewski (November-December 1981 Journal of Teacher Education) is offered. Alternatives to the National Council for Accreditation of Teacher Education (NCATE) standards are considered. It is suggested that higher selection standards for teachers be coupled with financial incentives. (PP)
Descriptors: *Academic Standards; *Accreditation (Institutions); Educational Quality; Educational Supply; Minimum Competency Testing; Program Evaluation; *Program Improvement; *Student Certification; *Teacher Education Programs; Teacher Employment Benefits; Teacher Qualifications; *Teacher Selection
Identifiers: National Council for Accreditation of Teacher Educ

EJ270472 SP512246
Competency-Based Teacher Education: What Has Survived in New York.
Wendel, Egon O.
Journal of Teacher Education, v33 n5 p28-31 Sep-Oct 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); REVIEW LITERATURE (070)
Journal Announcement: CIJFEB83
Teacher education programs in 63 New York state colleges and universities were surveyed to determine which elements of competency-based teacher education have been adopted and the degree of participant satisfaction. Results reveal that concepts such as mastery learning, criterion-referenced assessment, and performance-based measures that evaluate student competencies are widely used in the teacher education programs. (PP)
Descriptors: Adoption (Ideas); Behavioral Objectives; *Competency Based Teacher Education; Curriculum Development; *Educational Trends; Higher Education; Mastery Learning; Pacing; Performance Tests; *Program Implementation; Schools of Education; State Surveys; *Teacher Education Programs
Identifiers: *New York

EJ269115 SP512032
Professional Laboratory Experiences: The Missing Link in Teacher Education.
Nolan, James F.
Journal of Teacher Education, v33 n4 p49-53 Jul-Aug 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); LEGAL MATERIAL (090); POSITION PAPER (120)
Journal Announcement: CIJJAN83
A review of educational literature indicates that the term "student teaching" mistakenly has been applied to all professional laboratory experiences for preservice teachers. As a result, these activities have concentrated on the development of practical teaching skills whereas clinical laboratory experiences should encourage inquiry and experimentation. (PP)
Descriptors: Competency Based Teacher Education; *Educational Theories; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Humanistic Education; Inquiry; *Laboratory Training; *Preservice Teacher Education; *Student Teaching; Teaching Experience; Teaching Methods
Identifiers: Dewey (John); *Professional Laboratory Experiences

EJ268273 EA515658
Are We Sure the Quality of Teacher Candidates is Declining?
Gallegos, Arnold M.; Gibson, Harry
Phi Delta Kappan, v64 n1 p33 Sep 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN83
Data suggest that self-selection is weeding out the poorer students in the teacher education program at Western Washington University. The grade point average of freshmen, although declining for the university as a whole, is rising in teacher education. (Author/JM)
Descriptors: *Academic Achievement; *Education Majors; Elementary Secondary Education; Grade Point Average; Higher Education; Teacher Education Programs
Identifiers: Western Washington University

EJ268271 EA515656
The Distribution of Academic Ability in the Teaching Force: Policy Implications.
Vance, Victor S.; Schlechty, Phillip C.
Phi Delta Kappan, v64 n1 p22-27 Sep 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143);
(cont. next page)

BEST COPY AVAILABLE

DIALOG File 1: ERIC - 66-84/Dec

POSITION PAPER (120)
Journal Announcement: CIJJAN83
Data indicate that teaching attracts and retains a disproportionately high percentage of those with low measured academic ability and fails to attract and retain those with high ability. If policy makers wish to change this situation, they must be prepared to pay the price. (Author)
Descriptors: *Academic Ability; Career Choice; Elementary Secondary Education; *Low Achievement; Tables (Data); *Teacher Characteristics; Teacher Education; Teacher Education Programs ; Teacher Effectiveness; Teacher Persistence; *Teacher Qualifications; Teacher Recruitment; Teacher Salaries; Teacher Supply and Demand; Teaching (Occupation)

EJ266411 SP511942
It's Time to Provide a Warranty with Every New Teacher.
McIntosh, Dean K.
Viewpoints in Teaching and Learning, v58 n2 p15-22 Spr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV82
This article explores the idea of teacher-training institutions providing a warranty to school districts for each new teacher graduated from the institution and hired by the school district. Implications of such a program, including performance criteria to be established for teachers and ways to remedy a graduate's inadequate performance, are discussed. (CJ)
Descriptors: *Accountability; *Beginning Teachers; Competency Based Teacher Education; Education Work Relationship; Field Experience Programs; Higher Education; *Job Performance; Minimum Competencies; Relevance (Education); *Teacher Education Programs; Teacher Effectiveness; *Vocational Followup
Identifiers: University of South Carolina

EJ263780 SP511780
The Relationship of Field Placement Characteristics and Students' Potential Field Performance Abilities to Clinical Experience Performance Ratings.
Becher, Rhoda McShane; Ade, William E.
Journal of Teacher Education, v33 n2 p24-30 Mar-Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP82
This study determined the relationships of field placement characteristics and students' potential field performance abilities to final clinical experience performance ratings of early childhood student teachers. The study also examined if there were differences in these relationships during successive field experiences. (FG)
Descriptors: *Academic Achievement; Cooperating Teachers; Elementary School Teachers; Higher Education; Preschool Teachers; Preservice Teacher Education; Program Effectiveness; *Student Characteristics; *Student Teachers; *Student Teaching ; Teaching Models

EJ262497 SO509951
A Research Proposal for Social Studies Methods Courses.
Herman, Wayne L. Jr.
Social Studies, v73 n2 p68-73 Mar-Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJAUG82
Proposes techniques to help instructors of preservice teacher education programs in social studies improve their programs. Techniques involve collecting data from the schools, determining a definition of social studies, selecting teaching competencies and instructional strategies, and assessing teachers' and student teachers' abilities to perform the competencies. (RM)
Descriptors: Competency Based Teacher Education; Elementary Secondary Education; *Methods Courses; *Preservice Teacher Education; *Program Improvement; *Social Studies; *Teaching Methods

EJ260744 SP511688
Mathematics Methods: Pre-Student Teaching Model.
Stevens, Dorothy Jo
Journal of Teacher Education, v33 n1 p16-21 Jan-Feb 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUL82
A study investigated the efficacy of a model for training teacher education students in a mathematics methods class. Findings indicated that the model was valid for the settings in which it was applied. Although improvement was expected to occur in the achievement of pupils who were taught using materials prepared in the methods class, no significant improvement was shown. (JN)
Descriptors: Academic Achievement; Grade 8; Higher Education ; *Methods Courses; *Models; Preservice Teacher Education; *Secondary School Mathematics; *Secondary School Teachers; *Student Attitudes; Teacher Education Programs; *Teaching Methods

ED245942 SE044676
Investigations in Science Education, Volume 10, Number 2.
Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.

(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

Investigations in Science Education, v10 n2 1984 1984 75p.
Available from: Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); SERIAL (022); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Ohio
Journal Announcement: RIENOV84
Target Audience: Researchers
Presented are abstracts and abstractors' analyses of 10 studies related to one or more aspects of teacher education and 2 studies in a "miscellaneous" category. Analyses in the first section (teacher education) are on studies of: the use of wait-time and its effect on science achievement; teacher competencies; the influence of teacher behavior on student performance; affective predictors on preservice science teaching behavior; ideal teacher behavior perceptions of science students; the effectiveness of training methods in modifying questioning and wait time behaviors of Thai high school chemistry teachers; three methods of improving preservice science teachers' questioning knowledge and attitude toward questioning; the effectiveness of a basic science skills course for preservice elementary teachers; the development of a test to measure teachers' conceptions of the meaning of science; and teacher education majors compared to other majors relative to several variables in an attempt to promote positive attitudes toward science and science instruction. Analyses in the second section ("miscellaneous") are on studies of: the effects of frequent multiple-choice testing with immediate computer feedback and the assessment of the universality of participation in pro-environmental behavior. (JN)
Descriptors: Academic Achievement; Computer Assisted Testing ; Elementary Secondary Education; Environmental Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Questioning Techniques; Science Education; *Science Instruction; Science Tests; *Teacher Attitudes; *Teacher Behavior; Time Factors (Learning)
Identifiers: *Science Education Research; *Wait Time

ED245941 SE044675
Investigations in Science Education. Volume 10, Number 1.
Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Investigations in Science Education, v10 n1 1984 1984 74p.
Available from: Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.75 single copy).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); SERIAL (022); RESEARCH REPORT (143)
Geographic Source: U.S.; Ohio
Journal Announcement: RIENOV84
Target Audience: Researchers
Presented are abstracts and abstractors' analyses of seven studies related to science instruction and mathematics and three studies related to achievement. Analyses in the area of instruction are on studies of: teacher interventions in elementary science laboratory groups; variables accounting for success in an undergraduate science education course; the extended discretion approach to high school biology investigations; diagnostic-prescriptive teaching; the effects of the use of hand-held calculators; the effects of process instruction on problem identification skills; and the effects of Piagetian level on solving proportionality problems. Analyses related to achievement are on studies of: the prediction of achievement and success in an audiotutorial (AT) biology program; the effects of the components of logical reasoning on physics achievement; and differences in achievement of inner city students. Responses by two authors to analyses of their studies are included. (JN)
Descriptors: *Academic Achievement; Calculators; Cognitive Development; Elementary Secondary Education; Environmental Education; Higher Education; Mathematics Education; *Mathematics Instruction; Preservice Teacher Education; Process Education; Science Education; *Science Instruction; *Student Attitudes; Teacher Behavior; *Teaching Methods; Urban Education
Identifiers: *Mathematics Education Research; *Science Education Research

ED244954 SP024466
1984 Report to the Profession: Data Show Innovation, Change. Special Report.
American Association of Colleges for Teacher Education, Washington, D.C.
AACTE Briefs, v5 n5 Jul 1984 Jul 1984 13p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); STATISTICAL MATERIAL (110); SERIAL (022)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT84
Target Audience: Practitioners; Policymakers
Survey responses from 517 member institutions of the American Association of Colleges for Teacher Education are reported. The first section depicts the nature of the institutions (public land grant, public non-land grant, independent liberal arts, church-related liberal arts, private university, and predominantly black), and the patterns of education degrees offered by each type. Faculty information, presented in the second section, includes data on the number of faculty on hard-money contracts, the nature of their assignment to duties, their salaries, and degrees held. Ethnic and gender characteristics of student populations are reported in the third section. The fourth section summarizes data on

(cont. next page)

BEST COPY AVAILABLE

the use of screening tests for admission, use of standardized tests for graduation and/or certification, and kinds of basic skills tests employed for any purpose. The fifth section provides information on number and types of degrees presented by the institutions. In the sixth section, information concerning summer programs is presented. The final section reports on the status of changes in teacher education programs. Data are reported in tabular format with narrative analysis. (JD)

Descriptors: Admission Criteria; Degrees (Academic); *Educational Change; Higher Education; *Institutional Characteristics; Minimum Competency Testing; *National Norms; *Program Improvement; *Schools of Education; Student Characteristics; Summer Programs; *Teacher Education; Teacher Education Programs; Teacher Educators

Identifiers: *American Association of Colleges for Teacher Educ

ED244935 SP024407

A Comparison of Teaching Performance as Measured through Observation of Student Teachers and Experienced Teachers.

Dickson, George E.; And Others

Apr 1984 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEOCT84

The performance of 20 experienced elementary and secondary school teachers was measured and compared with similar data collected about 336 student teachers at the University of Toledo (Ohio). The two observation inventories used were the Classroom Observations Keyed for Effectiveness Research (COKER) and the Teacher Performance Assessment Instruments (TPAI). Scores were obtained on 49 competencies identified as important in teacher education and teaching. Preliminary analysis indicated different results from the two observation instruments, which provides insight into differences between the two instruments. Other results included: (1) Student teachers had higher means on those competencies involving behaviors required of them; (2) Student teachers tended to score higher on competencies that can be "technically" demonstrated; and (3) Experienced teachers scored higher on competencies involving behaviors that come with time and experience. (CJB)

Descriptors: Comparative Analysis; Competency Based Teacher Education; *Elementary School Teachers; Evaluation Methods; Higher Education; Job Performance; Preservice Teacher Education; *Secondary School Teachers; *Student Teachers; *Teacher Effectiveness; *Teacher Evaluation; *Teaching Experience

Identifiers: University of Toledo OH

ED244931 SP024403

Assessment of Aptitude and Achievement of Education Majors.

Howey, Kenneth R.; And Others

Apr 1984 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEOCT84

A study examined the general achievement and aptitude of prospective teachers at the University of Minnesota's College of Education. Test scores were examined over time, against majors in other professional schools in the same institution, as well as across different education majors. The specific variables investigated included subtests of the Preliminary Scholastic Aptitude Test (PSAT), subtests of the American College Test (ACT), cumulative grade point average, and high school rank. On the average, education students at the university scored higher on the standardized tests than did other students across the state and the country. When they were compared with other majors at the university, the education students typically scored the lowest. However, when only academic education majors were compared with other majors, they tended to score as high or higher. The only statistically significant difference found over time was on the verbal aptitude score of the PSAT, a slight decrease shared by all majors. (Author/CJB)

Descriptors: Academic Achievement; Academic Aptitude; Class Rank; Comparative Analysis; *Education Majors; Grade Point Average; Higher Education; *Majors (Students); Preservice Teacher Education; *Scores; *Standardized Tests; *Test Norms

Identifiers: ACT Assessment; Preliminary Scholastic Aptitude Test

ED244467 EC162480

Preparing Teachers for Children with Learning and Behavioral Disorders in a Liberal Arts College: A Criterion Performance Preparation Model.

Holmgren, Byron R.

Apr 1983 15p.; In: Meeting Their Needs: Provision of Services to the Severely Emotionally Disturbed and Autistic. p323-336. Conference Proceedings (Memphis, TN, April 27-28, 1983). (EC 162 463).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Kentucky

Journal Announcement: RIEOCT84

The paper describes the criterion performance approach, a

(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

competency based teacher education program for special education majors in a small, rural church-related private college (Cumberland College in Kentucky). The program serves a relatively large student body with only a few instructors. Entrance requirements are listed as is a recommended sequence of courses for majors in learning and behavior disorders. Students are administered pretests and posttests with performance criteria established. Similarly, criteria for staying in the program are noted. A sample pre/post test in a course on educational assessment of exceptional children is followed by listings of course requirements and evaluation and by 15 performance objectives. (CL)

Descriptors: *Competency Based Teacher Education; *Disabilities; Higher Education; *Preservice Teacher Education; *Private Colleges; Special Education Teachers

Identifiers: *Cumberland College KY

ED243863 SP024291

A Ten-Year Study on Quantity, Quality and Personal Characteristics of Teacher Candidates.

Horton, Daniel, Jr.; Summers, Jerry

May 1984 33p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Indiana

Journal Announcement: RIESEP84

A study compares the quantity, quality, and personal characteristics of teacher education candidates for the 1982-83 school year with the teacher education candidates for the 1971-72 and 1972-73 school years. Subjects included students of secondary education at Indiana State University (ISU) who had applied to student teach. Data for the study were gathered from the existing files for student teacher applicants at ISU. The study did not find that teacher candidates who are graduating today are better than the ones who graduated a decade ago. However, the present groups of secondary school teacher education candidates at ISU are more mature (if age is a factor), better achievers (if grade point average is a factor), and more humane (if concern for people is a factor). Study data are analyzed in detail and include charts and statistics and/or discussion on: (1) enrollment; (2) average grade point average (GPA) scores and Scholastic Aptitude Test (SAT) scores; (3) age of student teacher applicants; (4) student teacher applicants who commute; (5) major characteristics of both good and incompetent teachers; (6) academic credit transferred to ISU; (7) student teacher applicants who work; (8) factors influencing career choice of teaching; and (9) student teacher applicant profile. (JMK)

Descriptors: *Academic Achievement; Comparative Analysis; Education Majors; *Grade Point Average; Higher Education; Preservice Teacher Education; Secondary School Teachers; Standardized Tests; *Student Characteristics; Student Evaluation; *Student Teacher Attitudes; *Student Teachers; Teaching (Occupation)

Identifiers: *Indiana State University

ED242694 SP024096

Learning about Learning: The Contributions of Ausubel's Assimilation Theory to a Teacher Education Program at the University of Vermont.

Smith, Markley; Stowell, Mary Ellen

Apr 1983 28p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockville, ME, April 27-29, 1983).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Vermont

Journal Announcement: RIEAUG84

An experiment employed cognitive based teaching and learning procedures in an undergraduate educational psychology course. The procedures were strongly influenced by David Ausubel's theory on learning and related skills. Ausubel defines effective learning as a process by which humans understand the structure of knowledge and consciously make structures compatible with existing organization of concepts in the brain. Thus, the human nervous system, as an information processing and storing system, may be analogized to the conceptual structure of an academic discipline. An analysis of the students' conceptual structures employed in their writing established a "learning how to learn" phenomenon. There was indication of the presence of content understood and retained at a complex level, and an ability to apply concepts to practical problems. This achievement was attributed to the thesis that the students were applying learning strategies which they had extrapolated from the Ausubelian learning theory. (Author/JD)

Descriptors: Academic Achievement; *Acculturation; *Cognitive Processes; *Concept Formation; Encoding (Psychology); Epistemology; Higher Education; Learning Processes; *Learning Strategies; *Learning Theories; *Metacognition; Preservice Teacher Education; Student Attitudes; Teacher Education Programs

Identifiers: *Ausubel (David P); University of Vermont

ED242688 SP024081

Teacher Preparation and Certification: The Call for Reform. Fastback 202.

Sikula, John P.; Roth, Robert A.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

1984 46p.; Publication of this fastback was sponsored by the Louisville, Kentucky Chapter of Phi Delta Kappa and the School of Education at the University of Louisville.

Report No.: ISBN-0-87367-202-X

Available from: Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).

EDRS Price - MF01/PC02 Plus Postage.

(cont. next page)

BEST COPY AVAILABLE

DIALOG File 1: ERIC - 66-84/Dec

Language: English
Document Type: PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEAUG84

This booklet discusses changes taking place in the four major processes involved in preparing and certifying teachers: national accreditation, state program approval, state certification, and teacher preparation. Some of the major issues affecting these processes, such as teacher competency testing and teaching internships, are discussed, and the impact of changes in these four processes are examined. Three specific areas are identified as in need of strengthening: (1) evaluation of teacher preparation programs, including national accreditation and state program approval; (2) requirements for entering and remaining in the profession, including certification regulations and procedures; and (3) preparation of teachers, including program entrance and exit requirements. Case studies are presented of successful reforms in Florida, Oklahoma, and the University of Louisville (Kentucky). (JD)

Descriptors: *Accreditation (Institutions); Admission Criteria; Change Agents; *Educational Change; Higher Education; Minimum Competency Testing; Preservice Teacher Education; *Program Validation; State Standards; *Teacher Certification; *Teacher Education Programs

ED242674 SP024009
Teacher Recruitment: Recommendations for Program Implementation.
Hopfengardner, Jerrold; Lasley, Thomas
Feb 1984 23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); CONFERENCE PAPER (150)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEAUG84

Based on research studies, the current literature, and findings emerging from efforts to recruit well-qualified teacher education students for the University of Dayton, seven recommendations were developed for teacher educators to consider in implementing a formal, systematic recruitment program: (1) Teacher recruitment should begin with the identification of the essential characteristics a prospective teacher should possess to excel in teaching; (2) Some type of "personal touch" should be included, such as a personalized letter or an in-depth telephone conversation with a prospective student; (3) Teacher recruitment should include some form of campus visitation to meet with faculty members, administrators, and teacher education students; (4) Recruitment efforts should be a joint enterprise, entailing the cooperation of faculty and admissions office personnel; (5) Teacher recruitment should be a formalized, well-coordinated effort; (6) Recruitment efforts are enhanced if scholarships are available; and (7) Teacher recruitment should be directed at students who have an interest in teaching as both a life-long profession and a short-term career. Steps in planning and implementing a successful recruitment program are outlined in the appendix. (JD)

Descriptors: Academic Ability; *Career Choice; Core Curriculum; Curriculum Development; Higher Education; Preservice Teacher Education; Professional Recognition; *Program Development; Scholarships; *Schools of Education; *Student Characteristics; *Teacher Recruitment; Teacher Salaries

ED242666 SP023945
CBEST Performance in Relation to Personal Background Factors.
California Commission of Teacher Credentialing, Sacramento.
Jan 1984 35p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG84

The California Basic Educational Skills Test (CBEST) was developed as the means by which applicants for teaching or service credentials could demonstrate proficiency in reading, writing, and mathematics. Demonstration of proficiency in these skills was required for the issuance of a credential starting February 1, 1983. When examinees registered for the test, they filled out a background questionnaire. Responses to questions were analyzed in relation to the pass-fail determination made on the basis of test scores. Factors which appear to have some relationship to CBEST performance are: (1) full-time vs part-time attendance for students working toward a baccalaureate degree; (2) attendance at a community college prior to enrollment in a four-year institution; (3) whether or not an examinee had received any tutorial work in these skills after graduating from secondary school; (4) country in which secondary school education was obtained, and facility in English compared with another language; and (5) sophomore and senior grade-point averages. Eleven tables are included in the body of this report, which deals specifically with only some of the background questions. Appended are 14 additional tables and the CBEST background questions. (JMK)

Descriptors: Attendance Patterns; Basic Skills; Cultural Background; Educational Background; *Education Majors; Ethnic Groups; Full Time Students; Grade Point Average; Higher Education; *Minimum Competency Testing; Part Time Students; *Performance Factors; Preservice Teacher Education; *State Standards; *Student Characteristics; *Teacher Certification
Identifiers: *California Basic Educational Skills Test

BEST COPY AVAILABLE

DIALOG File 1: ERIC - 66-84/Dec

ED242659 SP023738
A National Emergency in Teaching. A Report from the Council of Chief State School Officers.
Council of Chief State School Officers, Washington, D.C.
Jan 1984 155p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG84
Target Audience: Policymakers
Will the nation have the trained teaching force required to deal with educational problems in the 1980s and beyond? Concern with the issues that relate to the answer to this question led the Council of Chief State School Officers to appoint an Ad Hoc Committee to investigate these issues. The committee sent a survey to the 50 chief state school officers in the summer of 1981 to document then current state policies which affected the quality of teachers and training. This report consolidates and synthesizes information from the survey into six chapters. Chapter I deals with attracting, preparing, licensing, and retaining persons for the teaching profession. The second chapter discusses attracting people to the teaching profession. Chapter III examines issues involved in preparing persons for teaching. The fourth chapter details the licensing of persons for the teaching profession. Chapters V and VI outline ways to retain teachers and research recommendations respectively. The appendix offers a state by state breakdown on chapter topics. (JMK)
Descriptors: Basic Skills; *Competency Based Teacher Education; Educational Change; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *State Standards; *Teacher Certification; Teacher Education Programs; Teacher Placement; *Teacher Recruitment; Teaching Conditions; Teaching Experience
Identifiers: *Council of Chief State School Officers; Extended Degree Programs

ED241555 TM840063
Assessment of Inquiry Competencies in a Performance-Based Teacher Education Program.
Blake, Richard H.
Weber State Coll., Ogden, Utah.
Oct 1983 23p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160); CONFERENCE PAPER (150)
Geographic Source: U.S.; Utah
Journal Announcement: RIEJUL84
This monograph presents an assessment instrument that utilizes teacher and student behavioral indicators to assess the quality of inquiry instruction. The instrument provides teachers with feedback which not only assesses the presence of critical teaching skills, but also serves as a valuable training aid for helping them perceive how their own behaviors and responses could be modified to more effectively facilitate student learning. It is equally useful as a training aid for preservice or in-service teacher training, in laboratory or classroom settings. The Inquiry Teaching Competency Assessment (ITCA) is being used in the Weber State College performance based teacher education program, where validation studies are being conducted to evaluate its effectiveness in improving teacher inquiry instruction. (Author)
Descriptors: *Behavior Rating Scales; *Competency Based Teacher Education; Elementary Secondary Education; Feedback; Inquiry; Preservice Teacher Education; Student Behavior; Teacher Behavior; *Teacher Evaluation; Teacher Improvement; *Teaching Skills
Identifiers: *Inquiry Teaching Competency Assessment

ED241507 SP023963
Oversight on Teacher Preparation. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
17 Nov 1983 65p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (090); POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL84
Government: Federal
Target Audience: Policymakers
A full report is presented of testimony on teacher preparation given by witnesses before the subcommittee on postsecondary education. Included are the remarks and prepared statements of the following witnesses: (1) Marie D. Eldridge, Administrator of the National Center for Education Statistics, who discussed survey data on making teacher education curriculum more rigorous, raising the criteria for entering teacher education programs, and extending the teacher education program beyond four years; (2) C. Emily Feistritzer, of Feistritzer Associates, who presented an analysis of data pertaining to enrollments of students, numbers of people going into teaching, salaries of teachers, and economic conditions of schooling; (3) David G. Imig, Executive Director of the American Association of Colleges for Teacher Education, who reported data regarding student population, teacher education faculty, curriculum revision, standards, funding of education departments, and examples of innovative practices; and (4) Phillip C. Schlechty, Professor of Education, University of North Carolina, who explored issues of student teacher quality and the number of teachers who are now being graduated and

(cont. next page)

BEST COPY AVAILABLE

DIALOG File 1: ERIC - 66-84/Dec

hired by school systems. (JD)
Descriptors: Accreditation (Institutions); Admission Criteria; Career Ladders; *Curriculum Development; *Educational Quality; *Educational Trends; Graduation Requirements; Higher Education; Minimum Competency Testing; *Teacher Certification; *Teacher Education; *Teacher Education Programs; Teacher Salaries

ED240107 SP023814
Teachers for Tomorrow.
Hukill, Hobart; Hughes, G. Robert, Jr.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Apr 1983 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983).
Report No.: RDCTE-9049
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Texas
Journal Announcement: RIEJUN84
Much concern has been voiced about the quality of teachers newly entering the profession, the teachers of tomorrow. This concern has focused either on teachers' low aptitude and achievement scores or on their low grade point averages. However, numerous other personal and professional characteristics have been shown to be important to successful teaching, including empathy, flexibility, self-esteem, locus of control, conceptual level, educational preference, and teacher concerns. A study was undertaken to provide a comprehensive description of teachers for tomorrow, the student teachers of today. Subjects for this study were 93 student teachers and 88 cooperating teachers. Nine instruments and a background survey were administered to student teachers and cooperating teachers to measure the aforementioned qualities for successful teaching. Most of the instruments were administered at the beginning, middle, and end of the student teaching experience. Study results showed few substantive differences between today's teachers and tomorrow's teachers. Tomorrow's teachers remain predominantly Anglo and female. They come from predominantly middle class backgrounds, though substantial numbers of them attended ethnically mixed secondary schools, somewhat more than today's teachers. Differences that do exist are in the area of workplace concerns, as well as in the expected lower standardized intelligence scores. (JMK)
Descriptors: Academic Achievement; *Cooperating Teachers; *Evaluation Criteria; Evaluation Methods; *Futures (of Society); Preservice Teacher Education; Standardized Tests; *Student Teachers; Student Teaching; Teacher Characteristics; Teacher Education; *Teacher Effectiveness; Teacher Evaluation; *Teacher Qualifications
Identifiers: Student Teacher Attitudes

ED240038 SO015415
Preservice Economic Education: The Environment for Preservice Teacher Education.
Hermanowicz, Henry J.
Oct 1983 8p.; Paper prepared for the Joint Council on Economic Education-National Association of Economic Educators Annual Meeting (San Antonio, TX, October 6-8, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJUN84
In the many national studies and reports on improving the quality of formal education in the United States that have been published recently, the importance of quality teaching is emphasized repeatedly. Questions concerning the realization of this goal focus on recruitment, preparation, retention, and reward strategies. However, there is little mention of the importance of preparation in economics, which should be a fundamental component of teacher training. It is critically important that the Joint Council on Economic Education issue a new policy statement defining the role of economics in teacher preparation. Such a policy should state the following: (1) prospective teachers need to complete required formal study in basic economics; (2) economic concepts and knowledge should be made an integral part of general methods courses for elementary school teachers; and (3) a formal course in economics should be required for all secondary level social studies, business, and home economics teachers. In addition, states requiring competency examinations for prospective teachers should include an adequate number of general economic items as well as more complicated questions for social studies, business, and home economics teachers. (LP)
Descriptors: Competence; Competency Based Teacher Education; Curriculum Development; *Economics Education; *Educational Improvement; Educational Policy; *Educational Quality; Educational Research; Elementary Secondary Education; *Preservice Teacher Education
Identifiers: Joint Council on Economic Education

ED238270# FL014135
Preservice and Inservice Teacher Training: Focus on Proficiency.
Muyskens, Judith A.
1984 22p.
Available from: Not available separately; see FL 014 129.
Document Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052); REVIEW LITERATURE (070)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEMAY84
Traditional preservice and inservice training programs have
(cont. next page)

focused on specific techniques for teaching and testing specific aspects of the target language, usually grammatical structures. With proficiency as the organizing principle, both what teachers think and what they do in the classroom can and must be viewed from this new perspective. Obvious applications of the proficiency approach include student and instructor certification standards, establishing foreign language requirements for completing or entering programs, and designing curriculum articulation guidelines. But what is most salient in the approach is the orientation allowing placement of nonnative speakers, students and instructors, in a global framework for foreign language learning. It is now possible to interpret every aspect of a program, including materials, activities, and student and teacher behaviors, in a broader conceptual framework, constraining what occurs in the classroom and focusing on what learners must eventually know. The orientation clearly identifies the complementary factors of function, content, and accuracy, as well as the need to maintain balance among them at all proficiency levels. (MSE)

Descriptors: Advanced Courses; Classroom Techniques; *Competency Based Teacher Education; *Educational Strategies; Higher Education; Inservice Teacher Education; *Language Proficiency; *Language Teachers; Lesson Plans; Material Development; Preservice Teacher Education; Secondary School Teachers; *Second Language Instruction; Student Teaching; Testing

-62-

ED237496 SP023329

Learning Style, Achievement, Aptitude, and Attitudinal Variables Related to Preservice Teachers' Performance on Criterion-Referenced Tests in Reading.

Posey, Josephine M.; Wollenberg, John P.

Nov 1983 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (12th, Nashville, TN, November 16-18, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Mississippi

Journal Announcement: RIEAPR84

Target Audience: Researchers

A study sought to determine if there were significant relationships among preservice teachers' learning style, attitude toward reading, composite score on the American College Test (ACT), declared major, high school grade point average, vocabulary score, and reading comprehension score in predicting performance in a basic skills course in reading instruction, as measured by four criterion-referenced tests. Subjects for the study were 70 preservice teachers enrolled in a basic skills course in reading instruction at a Mississippi university. Analyses of study data revealed five predictor models for achievement on individual scores and the summative score from four criterion-referenced tests. Vocabulary was the number one predictor for four of the five models, and reading comprehension was the number one predictor for one of the models. An examination of subscales associated with learning style revealed both positive and negative significant correlations with achievement in a basic skills course in reading instruction depending on the variables. Declared major and ACT scores and attitude toward reading were all positively correlated with some of the tests but not considered significant in the best predictor set. The study also includes eight tables and further discussion of results. (JMK)

Descriptors: *Academic Achievement; Cognitive Processes; Criterion Referenced Tests; *Education Courses; *Education Majors; Grade Point Average; Higher Education; *Predictor Variables; Preservice Teacher Education; Reading Attitudes; Reading Comprehension; *Reading Instruction; Vocabulary Skills

ED237494 SP023324

A Survey of AACTE Member Institutions Regarding Change in Teacher Education Practice to Improve the Quality of Graduates.

Adams, Ronald D.

16 Nov 1983 51p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (12th, Nashville, TN, November 16-18, 1983).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Kentucky

Journal Announcement: RIEAPR84

Target Audience: Researchers; Teachers

The American Associations of Colleges for Teacher Education (AACTE) appointed a Task Force on Shortage/Surplus/Quality Issues in Teacher Education, which conducted a survey to: (1) assess the perception of change occurring in teacher education programs to improve the quality of graduates; (2) investigate the perception of changes in state teacher certification and the influence on teacher education programs; and (3) investigate the perceived influence of selected groups on state teacher certification change. Data were summarized for the total group (N=239) and across selected demographic variables. Analysis of total group findings indicated that: (1) Basic skills testing at entry into teacher education is highly regarded for improving student quality, while affective and attitudinal measures are less important; (2) Teacher education course content is the most important area influencing graduate quality; (3) The most important program support area affecting graduate quality is faculty/staff development; (4) Recent changes in state certification standards are positively affecting teacher education programs; and (5) State departments of education are most influential in changing teacher certification standards. Also discussed in this report are comparisons made among institutions from states requiring competency assessment for teacher certification and institutions from states which do not require such testing. The survey instrument and 20 tables displaying data are included. (CJ)

Descriptors: *Educational Change; *Educational Improvement;

(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

Educational Quality; Higher Education; Minimum Competency Testing; National Surveys; Preservice Teacher Education; *Schools of Education; State Standards; Teacher Associations; Teacher Certification; *Teacher Education; *Teacher Education Programs; *Teacher Improvement

Identifiers: *American Association of Colleges for Teacher Educ

ED237461# SP022606

The Context of Teaching and Learning: School Effects and Teacher Effects.

Edmonds, Ronald R.

[1983 4p.; In: Smith, David C., Ed. Essential Knowledge for Beginning Educators. American Association of Colleges for Teacher Education, Washington, D.C., Dec 1983. p76-79.

Available from: Not available separately, see SP 022 600.

Document Not Available from EDRS.

Language: English

Document Type: POSITION PAPER (120); REVIEW LITERATURE (070)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEAPR84

Target Audience: Teachers

This paper discusses the implications of research on effective schools and classrooms for teacher training programs. References to research focus on studies of schools and classrooms in which nearly all students demonstrated at least minimum mastery on standardized achievement tests of mathematics and reading. At issue are the questions of whethe there are important pedagogical lessons to be learned from t descriptions and analyses of effective schools and classrooms, and whether these lessons have implications for the design o teacher training programs. The author attempts to explicate important elements of teacher training that ought to reflect lessons learned from research. More specifically, three contextual aspects (intellectual, psychometric, and organizational) of what is regarded by the author as essential knowledge for beginning educators are discussed. (JMK)

Descriptors: Academic Achievement; Beginning Teachers; Classroom Research; Disadvantaged Youth; *Educational Testing; Expectation; Higher Education; Preservice Teacher Education; *School Effectiveness; *Teacher Attitudes; Teacher Education Programs; *Teacher Effectiveness; Teacher Response

ED237459# SP022604

Recent Classroom Research: Implications for Teacher Education.

Good, Thomas L.

[1983 10p.; In: Smith, David C., Ed. Essential Knowledge for Beginning Educators. American Association of Colleges for Teacher Education, Washington, D.C., Dec 1983. p55-64.

Available from: Not available separately, see SP 022 600.

Document Not Available from EDRS.

Language: English

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)

Geographic Source: U.S.; Missouri

Journal Announcement: RIEAPR84

Target Audience: Teachers

The past decade has been a productive era for classroom research. Recent investigations have yielded useful concepts for thinking about classrooms and about facilitating achievement. Research findings and concepts provide a way of considering classroom instruction, but they are not rules for classroom behavior. Some teachers believe (and behave accordingly) that they have little effect on students' learning. In fact, many teachers cannot simply and directly explain what they attempt to accomplish in their classrooms. Teacher training institutions need to give more attention to how their students perceive the role of the teacher and help teacher candidates develop a coherent teaching philosophy before they enter the classroom. Teachers who are confused about their role and goals and who hold low expectations for their classroom performance are unlikely to positively affect student learning and development. Recent research provides clear evidence that teachers do have important effects on students' performance. Furthermore, these studies provide important concepts for thinking about classroom teaching. This paper discusses research on: (1) teacher expectations; (2) teacher effectiveness (active teaching); and (3) classroom management, and the policy implications of each. (JMK)

Descriptors: Academic Achievement; Beginning Teachers; Classroom Research; *Classroom Techniques; Elementary Secondary Education; *Expectation; Higher Education; *Preservice Teacher Education; *Student Behavior; Student Teacher Relationship; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; Teacher Influence; *Teacher Response; Teaching Styles

ED237369 SE043663

Investigations in Science Education. Volume 9, Number 4.

Blosser, Patricia E., Ed.; Mayer, Victor J., Ed.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Investigations in Science Education, v9 n4 1983 1983 81p.

Available from: Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.25 single copy).

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); SERIAL (022); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEAPR84

Target Audience: Researchers

Presented are abstracts and abstractors' analyses of 10 studies related to science instruction and 3 studies related to science curriculum. Analyses in the first section (instruction) are on studies of: the influence of instructional structure and focus of control on achievement;

(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

effects of individualized audio-tutorial and frontal classroom-laboratory instructional methods on grade distribution; the relationship of teacher reinforcement and student inquiry behavior; an instrument designed to be used to obtain description about instructional methods and materials in a science laboratory; cognitive preferences of students related to a curriculum; classroom learning environment; students' difficulties in learning basic Mendelian genetics; pictorial presentation related to concept acquisition; evaluation of use of a zoo fieldtrip as an instructional method; and individualized instruction. Analyses in the second section (curriculum) are on: the aims of science laboratory courses; a longitudinal study of 5 years of Intermediate Science Curriculum Study (ISCS); and the influence of the use of the Biological Sciences Curriculum Study (BSCS) Elementary School Science Program on students' listening skills. Responses by three authors to analyses of their studies are included. (JN)

Descriptors: *Academic Achievement; Classroom Environment; Cognitive Style; Concept Formation; Elementary School Science; Elementary Secondary Education; Higher Education; Individualized Instruction; *Learning; Preservice Teacher Education; *Science Course Improvement Projects; *Science Curriculum; Science Education; *Science Instruction; Secondary School Science; *Teaching Methods; Zoos

Identifiers: Israel; *Science Education Research

ED237365 SE043579

Science, Math, and Technology. A Crisis in American Education.

Heath, John Edwin, Ed.

[1983 52p.

EDRS Price - MF01/PC03 Plus Postage

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Texas

Journal Announcement: RIEAPR84

This paper examines (in separate sections) professional problems, proposed solutions, current trends, and needed directions related to science, mathematics, and technology education in the United States today. Professional problems and related issues focus on students, teachers, curriculum, and college science education programs (the latter listing eight problems, such as an uncertainty about the goals of science education). Proposed solutions to these problems are outlined and discussed as related to curriculum and philosophy; and at the teacher, school district, business, community, university, government, and teacher education program levels. In addition to lists of characteristics of effective schools and of teaching competencies required by teachers of the future, the section on current trends points out several studies/surveys indicating, among other trends, that the desirability of a background in science or mathematics will increase and that, as the number of emergency teachers goes up, the quality of science/mathematics instruction will go down. Needed directions from several sources are outlined and discussed in the final section. Among these directions are those suggesting a new view of science education and measures for eliminating the disparity between salaries of science/mathematics teachers and their counterparts in industry. (JN)

Descriptors: Academic Achievement; *Educational Improvement; *Educational Quality; *Educational Trends; Elementary Secondary Education; Higher Education; *Mathematics Education; *Science Education; Teacher Education Programs; Teacher Supply and Demand; Technology

ED234211 CE036946

Competency in Teaching. A Review of Competency and Performance Based Staff Development. A Staff Development Publication.

Tuxworth, Eric N.

Further Education Curriculum Review and Development Unit, London (England).

Dec 1982 58p.

Report No.: ISBN-0-85522-107-0

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)

Geographic Source: United Kingdom; England

Journal Announcement: RIEFEB84

In this report, the author reviews the actual and potential use of competence and performance based teacher education (C/PBTE) in regard to further education in England. He describes the concept of further education, reviews existing practices, and makes a number of suggestions for future action. The author first outlines the development and use of this individualized modular system in the United States and then analyzes the arguments for and against such a behaviorist approach to teacher skills. He claims that while much work is needed in adapting this system to the English system, experience elsewhere indicates the C/PBTE removes "some of the mystique and institutional restrictions which surround teacher education." The author notes that the development of these modules in the United States required an investment of $2 million and says that not all of the 100 modules available are relevant to the United Kingdom. He suggests, however, that various bodies, including the further education establishment, could valuably support developmental work based on the modular approach. (Two appendixes to the report describe the tentative approaches that have been made in the United Kingdom in this field, while other appendixes describe modules that are available and how they are used.) (KC)

Descriptors: Adult Education; Competence; *Competency Based Teacher Education; Continuing Education; Curriculum Development; *Educational History; Educational Policy; *Educational Trends; Futures (of Society); Higher Education; Individualized Instruction; Inservice Teacher Education; *Learning Modules; Outcomes of Education; Postsecondary Education; Preservice Teacher Education; Program Development;

(cont. next page)

BEST COPY AVAILABLE

DIALOG File 1: ERIC - 66-84/Dec

Program Effectiveness; Teacher Education; Teacher Education Curriculum; *Teacher Education Programs; Teacher Educator Education; Teacher Effectiveness; Teacher Improvement; Teaching Methods; Teaching Skills
Identifiers: *United Kingdom

ED233999 SP022905
Effects of a Training Program on Expressive Non-Verbal Behavior.
Klinzing, Hans Gerhard; And Others
Apr 1983 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: West Germany
Journal Announcement: RIEJAN84
Target Audience: Researchers
A program was designed for training secondary school trainee teachers in expressive nonverbal behavior and for assessing the effect of various combinations of different training elements. The program was developed on the basis of nonverbal descriptors of "enthusiastic teaching": vocal delivery, eyes, facial expression, gestures, and eye contact and body movement were included. Four studies (main field tests) were conducted to obtain information on the relative effectiveness of various combinations of the training elements. Participants in the studies were secondary school student teachers. The PONS-test (Profile of Nonverbal Sensitivity) was administered as a pre- and post-test for the studies. Results of the four studies provided consistently positive evidence about the trainability of nonverbal sensitivity. A description is given of the four training courses and their elements, and tables illustrate the design of the four studies and the characteristics of the participating students. Results of the tests are summarized on tables. (JD)
Descriptors: Academic Achievement; Body Language; Classroom Environment; Communication Skills; Higher Education; Interpersonal Competence; *Nonverbal Communication; Preservice Teacher Education; *Program Effectiveness; *Sensitivity Training; Student Motivation; Student Teacher Relationship; *Student Teachers; Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness

ED233014 SP022885
The Competency Assessment of Teachers Using High and Low Inference Measurement Procedures--a Review of Past Research and Promising Present Practices.
Dickson, George E.
Jul 1983 10p.; Paper presented at the World Assembly of the International Council on Education for Teaching (30th, Washington, DC, July 11-15, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEDEC83
Following a review of research endeavors in the area of teacher evaluation and performance assessment, some procedures which have been developed at the University of Toledo (Ohio) to discriminate between competent and incompetent teachers are described. The university's program is competency-based, and researchers have identified 49 competencies student teachers are expected to demonstrate. Two instruments have been used in conducting research on these competencies. The low-inference instrument used is the Classroom Observations Keyed for Effectiveness Research (COKER); the high-inference instrument is the Teacher Performance Assessment Instrument (TPAI). The scoring procedures used with these instruments differ considerably, but the general results produced provide indications of how individuals, as well as groups, score on each competency measured. Results obtained from the instruments are usually provided in profiles of scores which can be generated for groups or individuals. The University of Toledo, through its project staff and faculty, has the capability of providing services to other institutions interested in the measurement of teacher performance. (JD)
Descriptors: Classroom Environment; *Classroom Observation Techniques; *Competency Based Teacher Education; Higher Education; Preservice Teacher Education; Student Teachers; Teacher Attitudes; *Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness; *Teacher Evaluation
Identifiers: University of Toledo OH

ED232869 SE042643
Investigations in Science Education, Volume 9, Number 3.
Blosser, Patricia E., Ed.; Mayer, Victor J., Ed.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Investigations in Science Education, v9 n3 1983 1983 74p.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Available from: Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.25 single copy).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: SERIAL (022); ERIC PRODUCT (071); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEDEC83
Target Audience: Practitioners
Abstractor's analyses of 15 science education research studies are presented in three sections. The nine analyses in the first section focus on studies dealing with preservice and

(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

inservice teacher education. Areas investigated in these studies include: effectiveness of some inservice practices; teachers' perceptions of the importance of some teaching behaviors; questioning skills; teacher clarity; teacher vagueness; preservice training in environmental education; and local elementary school science practices. Four analyses of studies which examined factors affecting instruction are presented in the second section. Areas investigated include: students locus of control; thinking styles of students; self-concept and school achievement; the influence of mathematics ability on performance in physics; and student reading ability and the reading level of science materials. The final section contains a review and analysis of a single study. The study focused on attitudes and their influence on education in an informal setting. Authors responses to two analyses are also included. (JN)

Descriptors: *Academic Achievement; Attitudes; Cognitive Processes; Elementary School Science; Elementary Secondary Education; Environmental Education; Higher Education; *Inservice Teacher Education; *Participant Satisfaction; Performance Factors; *Preservice Teacher Education; Science Education; *Science Instruction; Science Teachers; Secondary School Science; *Teacher Behavior

Identifiers: *Science Education Research

ED231832 SP022799

Educating a Profession: Competency Assessment.

American Association of Colleges for Teacher Education, Washington, D.C.

Apr 1983 12p.; For related documents, see ED 227 079.

Available from: American Association of Colleges for Teacher Education, Order Department, Suite 610, One Dupont Circle, Washington, DC 20036.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIENOV83

Target Audience: Practitioners

The responsibility for ensuring that beginning teachers are competent to teach in the nation's classrooms should be that of teacher education institutions, according to the American Association of Colleges for Teacher Education (AACTE). Teacher education institutions must employ an assessment system that: (1) assesses specific competencies as early as possible in the candidate's program; (2) employs multiple assessment methods; and (3) monitors student progress continually. Decisions based on multiple assessments should reduce the number of high-risk students while retaining students for whom potential for success has been manifested in a variety of ways. The AACTE document "Educating a Profession: Profile of a Beginning Teacher" outlines competencies that should be assured by graduation from an approved teacher education program and provides a framework for a competency assessment program. Recommended times for assessing prospective teachers' competency include: (1) admission into the teacher education program; (2) enrollment for each subsequent semester; (3) admission into student teaching; (4) graduation from the program; and (5) first year of employment. The model described above is outlined in a chart that indicates what should be addressed, by whom, and by what methods at different points in the program. (JMK)

Descriptors: *Beginning Teachers; *Competency Based Teacher Education; Educational Responsibility; *Education Majors; *Evaluation Methods; Higher Education; Preservice Teacher Education; Schools of Education; *Student Evaluation; Student Teachers; Teacher Education Programs; *Teacher Evaluation

ED231825 SP022738

Toward Reform and Revitalization of the Teaching Profession.

Bell, T. H.

Department of Education, Washington, DC. Office of the Secretary.

11 Jul 1983 16p.; Speech presented at the Annual Conference of South Carolina's School Administrators (19th, Myrtle Beach, SC, July 11, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150); REVIEW LITERATURE (070)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIENOV83

Government: Federal

Current facts concerning the teaching profession should be analyzed and acted upon. Most college students now studying to enter the teaching profession come from the bottom quarter of those taking the college entrance examinations. Schools and Colleges of Education are held in very low esteem on most campuses; therefore, when budgets are cut, they often suffer most. Many of the best teachers are leaving the profession for more promising work elsewhere. Taxpayers voting for "Proposition 13"-type legislation curb school finances and cut into the education budget. Many teachers' unions and education associations want equal treatment of their members; however, equality of unequals is the source of discontent coming from inside the teaching ranks. Viewed from the eyes of an ambitious, capable young person, teaching is a "dead end job." Teaching lacks a reward system for sustained effort. There are several ways in which the teaching profession can be renewed and revitalized. First of all, colleges and universities must give a higher priority to teacher education, make it a university-wide effort, and infuse more "academic rigor" into the curriculum. Secondly, more academically talented students must be recruited aggressively for the teaching profession. Thirdly, the current teaching system must be enhanced with a Master Teacher Program, which, unlike merit pay programs, offers the teacher a promotion and new title in addition to a salary enhancement. (JMK)

Descriptors: Academic Achievement; *Change Strategies;

(cont. next page)

BEST COPY AVAILABLE

DIALOG File 1: ERIC - 66-84/Dec

Educational Improvement; *Educational Responsibility; *Education Majors; Futures (of Society); Higher Education; Incentives; *Master Teachers; Merit Pay; Preservice Teacher Education; Schools of Education; Student Attitudes; *Teacher Education Programs; Teacher Recruitment; Teaching (Occupation)

ED231814 SP022711
Testing for Teacher Certification. Issuegram 7.
Vlaanderen, Russell B.
Education Commission of the States, Denver, Colo.
3 Jan 1983 9p.
Available from: Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Colorado
Journal Announcement: RIENOV83
Public concern about the effectiveness of education institutions and the accompanying loss of public confidence in the nation's schools has revealed itself in a growing complaint that too many teachers cannot teach. This criticism, while not fully substantiated, has resulted in efforts to establish means for testing teacher competency, seen as one of many ways to improve education. Presently, 20 states require or will require, by a definite date in the future, applicants for teacher certification to be tested for competency in either the basic skills, subject matter knowledge, pedagogical knowledge, or some combination of these. State policies, rooted in the concern for educational improvement, are also concerned with the issue of testing teachers--whether or not it will result in, or contribute to, the improvement of education. Perhaps there are other viable alternatives to teacher candidate testing that will contribute as well or better to educational improvement. Some suggestions include: (1) raising standards for admission to teacher education programs; (2) strengthening the institutional accreditation process; (3) requiring internships before granting certification; (4) requiring continuing education on the job; (5) reforming teacher education programs; (6) lengthening preservice education; and (7) increasing teacher salaries. (JMK)
Descriptors: Accreditation (Institutions); Admission Criteria; *Competence; Competency Based Teacher Education; Elementary Secondary Education; Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Effectiveness; Teacher Evaluation; Teacher Interns; Teacher Qualifications; Teacher Salaries; Teaching (Occupation); *Testing Programs

ED231646 SE042097
Investigations in Science Education. Volume 9, Number 1.
Blosser, Patricia E., Ed.; Mayer, Victor J., Ed.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Investigations in Science Education, V9 n1 1983 1983 91p.
Available from: Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00 per year, $2.25 single copy).
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: SERIAL (022); ERIC PRODUCT (071); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Ohio
Journal Announcement: RIENOV83
Target Audience: Practitioners
Abstractor's analyses of 12 science education research studies are presented. Nine analyses in the first section, focusing on various aspects of science instruction, include: a comparison of different approaches to helping students understand metric units of volume; use of specific questions to cue elementary school students in obtaining information from graphical materials; a meta-analysis of research results on instruction; effects of participation in an inservice program on earth science teachers' attitudes/creativity; use of two different teaching strategies in an earth science course for elementary education majors to determine if contrasting teaching environments would influence students' concept of science instruction; examination of whether teachers who advocated use of living organisms to teach science practiced what they espoused; and an analysis of geology teaching assistant reaction to a training program utilizing video-taped teaching episodes. Three analyses of research on testing are presented in the next section. Research analyzed focused on the reliability/content validity of the Science Curriculum Improvement Study (SCIS) Organism Unit test, comparison of multiple choice/essay tests, and development of an instrument to measure understanding of science. An analysis of a paper on inservice teachers' needs and the author's response to the analysis are provided in the final section. (JN)
Descriptors: *Academic Achievement; College Science; Earth Science; Elementary School Science; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Preservice Teacher Education; Questioning Techniques; Science Education; *Science Instruction; Science Teachers; *Secondary School Science; Student Characteristics; Teacher Characteristics; *Teaching Methods; Test Construction; *Testing
Identifiers: Meta Analysis; *Science Education Research

ED230541 SP022383
Assessing Minimal Competence for Certification with the National Teacher Examinations.
Roth, Rod; Hanner, Austin
20 Nov 1982 18p.; Paper presented at the Annual National Inservice Conference of the National Council of States on Inservice Education (7th, Atlanta, GA, November 19-23, 1982).
(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Alabama
Journal Announcement: RIEOCT83

This paper presents the legal rationale for using the National Teacher's Examination (NTE) validation procedure, which was used in Arkansas to determine cut-off scores for teacher certification. A review is given of the decision, by the United States Supreme Court, upholding use of the NTE by South Carolina in that state's teacher certification system. The points are made that it was not the intent of the testing system to discriminate and that graduation from an approved teacher training program was not a viable alternative to the use of the NTE for certification purposes. A review is also presented of Educational Testing Service (ETS) validation procedures that determine the validity of test questions as they relate to job requirements rather than to the quality of a teacher training program. The point is made that Uniform Guidelines on Employment Selection Procedures require identification of competencies important to a successful performance in the job for which candidates are to be evaluated. Actual directions given to educational experts who served as judges for the Arkansas NTE study of area examinations are presented. Also included in this paper are descriptions of data analysis procedures used in the Arkansas study. (JD)

Descriptors: Educational Legislation; Higher Education; Job Analysis; *Minimum Competency Testing; *National Competency Tests; Program Validation; Racial Discrimination; Relevance (Education); Standardized Tests; State Standards; Teacher Certification; Teacher Education Curriculum; Teacher Education Programs; *Test Interpretation; *Test Theory; Test Validity

Identifiers: *National Teacher Examinations

ED230510 SP022299
Evaluating Teacher Education Graduates and Programs.
Clarken, Rodney
Feb 1983 16p.; Paper prepared for the Association of Independent Liberal Arts Colleges for Teacher Education.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEOCT83

Schools, colleges, and departments of education are becoming increasingly accountable for the training and evaluation of competent teachers, and are developing new ways to evaluate their graduates and their programs. The National Council for Accreditation of Teacher Education (NCATE) has identified three areas for evaluating teacher education graduates: competency, entry, and effectiveness. Data for evaluation of teacher education graduates could be obtained from four categories: (1) career line data; (2) direct classroom observation; (3) pupil, peer, and supervisory evaluations; and (4) standardized measures. Each of these categories relates to an NCATE evaluation standard. At present, standardized measures seem the most efficient and reliable evaluative data available to teacher educators for determining the quality of their graduates and their teacher education programs. These standardized measures take the form of competency examinations (before certification) and student achievement measures (after entry into the profession). Other measures of teacher performance include classroom observation and pupil, peer, and supervisory evaluations. More refined measures need to be developed to be used as admission standards to schools of education. (JM)

Descriptors: Admission Criteria; Competency Based Teacher Education; Educational Trends; *Evaluation Criteria; *Evaluation Methods; Futures (of Society); Higher Education; Peer Evaluation; *Preservice Teacher Education; Questionnaires ; Schools of Education; Standardized Tests; Teacher Certification; *Teacher Education Programs; Teacher Effectiveness; *Teacher Evaluation

ED230508 SP022282
The Effects of Task Significance Training on the Ability of Prospective Teachers to Increase Academic Learning Time.
Waimon, Margaret C.; And Others
Apr 1983 17p.; Paper presented at the National Meeting of the American Educational Research Association (Montreal, Canada, April 11-14, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEOCT83

An experimental preservice teacher education program was developed to train prospective high school teachers to increase academic learning time through identification and arrangement of instructional tasks of personal and social significance. Participants were 34 junior-level prospective teachers who were subjected to two treatments which culminated in a 3-week pre-student-teaching clinical experience at a university laboratory high school. Twelve high school classes, comprising approximately 280 students, were involved in the study. Random pairs of subjects, one from the experimental group and one from the control group, were assigned to high school classes. The supervising teacher of each high school class selected a chapter from the text being used by the class, and subject pairs assigned to each class were given a semester to prepare to teach the chapter's content to students. Subjects in the control group received a traditional competency based teacher education program. Subjects in the experimental group received task-significance training, which begins with content analysis, proceeds to identifying educational levels, and then establishes appropriate behavioral objectives. Results supported the prediction that teachers in the experimental program would increase academic

(cont. next page)

BEST COPY AVAILABLE

DIALOG File 1: ERIC - 66-84/Dec

learning time to a greater extent than would subjects in the traditional program. (JMK)

Descriptors: *Academic Achievement; *Behavioral Objectives; *Education Majors; Higher Education; High Schools; Persistence ; Preservice Teacher Education; *Secondary School Teachers; Student Participation; Teacher Education Programs; Teacher Effectiveness; *Teacher Improvement; *Time on Task

ED229373 SP022254

An Evaluation of a Teacher Education Program.

Galluzzo, Gary R.

13 Apr 1983 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 13, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIESEP83

A field test of an evaluation of a teacher education program at Glassboro State College (New Jersey) used 19 preservice teachers as subjects. The evaluation model adopted for the study, CIPP, is an acronym for the four types of evaluation incorporated into one model: context, input, process, and product. Tests administered to students were the Minnesota Teacher Attitude Inventory (MTAI) and the National Teacher Examinations, including both the Weighted Common Examinations Test (WCET) and the appropriate Area Exam for each of the three major areas of study from which these students were drawn. Evidence from this longitudinal study indicated that the scores on the MTAI increased from the freshman year to the middle of the junior year, with the mean for this group dropping somewhat when the students were measured following student teaching. Results from analysis of academic achievement using the WCET scores indicated that there was no change in these students' academic achievement. Four possible explanations are offered for the lack of significant differences over the four years on the general studies portion of the WCET. (JM)

Descriptors: *Academic Achievement; Educational Assessment; *Education Majors; Evaluation Methods; Higher Education; Measurement Techniques; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; *Student Attitudes; Student Characteristics; *Teacher Education Programs

Identifiers: Glassboro State College NJ; Minnesota Teacher Attitude Inventory; National Teacher Examinations

ED229368 SP022245

The Effect of Feedback on Academic Learning Time (PE Motor) in Student Teachers' Classes.

Paese, Paul C.

26 Apr 1982 21p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April 26, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Texas

Journal Announcement: RIESEP83

A study examined the effectiveness of university supervisors' feedback on the Academic Learning Time in Physical Education (ALT-PE) of students in two student teachers' classes. Subjects used in this study were secondary school pupils (chosen at random) in two student teachers' physical education classes. Students were observed 13 times for a 40 minute period by two observers trained in the ALT-PE interval system. The student observations, which occurred during the teaching of volleyball skills, were conducted during baseline and intervention periods. Results indicate that a behavior change did occur in both student teachers' pupils as a result of the intervention, which was supervisory feedback. ALT-PE was found to be a valuable supervisory tool in helping student teachers improve instructional performance and in helping student teachers increase their pupils' achievement. Tables displaying study data and references are included. (JM)

Descriptors: Academic Achievement; *Achievement Gains; Feedback; Higher Education; *Physical Education; Physical Education Teachers; Preservice Teacher Education; *Student Teachers; Student Teacher Supervisors; Student Teaching; *Teacher Effectiveness; *Teacher Supervision; *Time on Task

ED229335 SP021829

Have Skills: Will Teach?

Trennepohl, Harlan J.; And Others

28 Jan 1983 12p.; Paper presented at the Annual Convention of the United School Administrators (11th, Wichita, KS, January 28, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Kansas

Journal Announcement: RIESEP83

Some of the realities, at a state and national level, of implementing new teacher education standards that emphasize basic skills are discussed. Reported on is Kansas' response to the national trend toward teacher basic skill testing (five house bills concerning teacher education). The Kansas State Board of Education proposal for a competency testing requirement is described, as well as a one-year teaching internship, which would help teachers in areas that can not be tested, such as classroom management. Recent measures of the academic potential of teacher education majors are reviewed as are ways to reverse this downward trend. Preliminary research findings of elementary undergraduate majors at Kansas State University are discussed with regard to the relationship between a proposed 2.5 grade point average (GPA) requirement and students' performance on basic tests administered in

(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

reading and mathematics. It is noted that the trends report the existence of little relationship between students' competence in the basic skills and their college academic performance as measured by GPA. (JM)

Descriptors: Academic Standards; *Admission Criteria; Competency Based Teacher Education; *Education Majors; *Evaluation Criteria; Higher Education; *Minimum Competency Testing; Preservice Teacher Education; *Schools of Education; *Teacher Education Programs; Teacher Interns; Teaching Experience

Identifiers: *Kansas

ED229230 SE041430

Elementary Teachers' Attitudes Toward Science in Four Areas Related to Gender Differences in Students' Science Performance.

Levin, James; Jones, Craig

1983 34p.; Paper presented at the annual meeting of the American Educational Research Association (Montreal, Canada, April, 1983).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIESEP83

The objective of this study was to compare data on preservice and inservice elementary teachers' attitudes toward science and science instruction. Four attitudes were assessed: (1) science as a male domain; (2) science usefulness; (3) confidence in teaching; and (4) effectance motivation (liking of science). These measures were selected since they have been shown to be related to sex differences with respect to science/mathematics enrollment and achievement. Attitude measures were administered to preservice teachers (N=48) during their senior year in college and to inservice teachers (N=77) in a southern Pennsylvania school district. Independent variables included levels of professional status (preservice/inservice), grade levels (preschool/2nd, 3rd/4th, 5th/6th, no preference), levels of instructional importance of science (high/low), sex (male/female), and levels of science courses taken in college (none, 1/2, 3 or more). Data were analyzed using multivariate analysis of variance, Duncan's multiple comparison test, and Tukey's HSD multiple comparison test. Significant differences were found for the main effects of professional status, science instructional ranking, and sex; and also for the interaction effects of professional status x college science, science ranking x sex, and science ranking x college science. Tables, references, implications, and recommendations for further research are included. (Author/JN)

Descriptors: Academic Achievement; Attitude Measures; Educational Background; Elementary Education; *Elementary School Science; Elementary School Teachers; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Science Education; *Science Instruction; *Sex Differences; *Teacher Attitudes

Identifiers: Science Education Research

ED228685 CS504187

Practical Practice in Communication Teaching.

Feezel, Jerry D.

Apr 1983 17p.; Paper presented at the Annual Meeting of the Central States Speech Association (Lincoln, NE, April 7-9, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

Journal Announcement: RIESEP83

A three-stage model for the systematic development of competent secondary school teachers of speech communication begins with the prospective teachers examining "who they are" and "what makes them confident and happy" in terms of motivational needs, and dominance-submission, anxiety-confidence, and rigidity-flexibility characteristics. The second stage centers on the prospective teacher identifying and understanding how a teacher is expected to function in many professional roles. The third stage stresses that whoever the person and whatever his or her role configuration, there are teaching skills to be developed for effective functioning as a teacher. The speech education and communications education programs at Kent State University have implemented changes in their program by following the model. First the students' personal needs and wants, hopes and fears, and strengths and weaknesses are assessed by student self-reports and the observations of instructors. Next, an awareness of educator role expectations begins by having the student spend 150 clock hours of practical exposure to real school settings and problems. In the refinement of teaching skills, the student gets another 150 hours of field and simulated practice plus 300 hours of full-time student teaching. Following the practice teaching in two speech methods classes, the student completes the full-time 10-week practicum in a secondary school speech program. This constitutes a culmination of the progression of practical practice from self-awareness to role observations, to micropractice of specific skills, to macropractice of overall competencies in speech and drama teaching. (HOD)

Descriptors: Competency Based Teacher Education; Higher Education; Models; *Role Perception; Secondary Education; *Self Evaluation (Individuals); *Speech Communication; *Speech Curriculum; Student Teachers; *Student Teaching; *Teacher Education Programs; Teacher Effectiveness

ED228403 CE035461

Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1981-1982.

Goyen, Loren F.

District of Columbia Univ., Washington, D.C. Dept. of Adult

(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

Education.
Nov 1982 69p.; For a related document see ED 209 501.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIESEP83

A study examined the characteristics of new students who were admitted as regular students in the Department of Adult Education at the University of the District of Columbia during the period from the summer semester of 1981 through the spring semester of 1982. To obtain a profile of the students, researchers drew upon data from the students' applications for admission and from a 20-item new-student questionnaire that contained questions on areas such as family status, current employment, educational objectives, participation in organizations, and methods of getting to and from classes. These data were then compared to data from two similar earlier studies. While the three studies do not provide sufficient data to establish any definite trends, they do point to some notable differences among the three groups of students studied. For instance, the proportions of female and part-time students are increasing. There is also an increase in the percent of new students with children. Furthermore, the most recent enrollees are more likely to be highly involved in an organization, employed by a federal or non-governmental agency as opposed to a school system, and more likely to have enrolled in the program for the purpose of getting a teaching position rather than an administrative one. (MN)

Descriptors: Academic Achievement; Adult Education; *Adult Educators; Career Choice; College Freshmen; *Demography; Employment Level; Family Characteristics; Family Status; Financial Needs; Financial Support; Graduate Students; Higher Education; Individual Characteristics; Marital Status; *Preservice Teacher Education; *Student Characteristics; Student Educational Objectives; Transportation

Identifiers: *New Students; *University of the District of Columbia

ED228234 SP022191

Recruitment to Teaching During College: Results from the NLS.

Bethune, Stuart B.
Apr 1983 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 1983).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEAUG83

A study explored characteristics, backgrounds, and social contextual influences which affect the movement of female students into teacher education programs during college. Using a nationally representative longitudinal sample of college students during the period 1972 through 1976, patterns of movement to and from education were described, and causal models were examined which compare the effects of several variables on differentiating education majors from those in other fields, those in similar, traditionally female fields, and those in dissimilar, traditionally male-dominated fields. Variables included ability, social class background, academic performance, residential background, self-concept, and college selectivity. Results indicated important patterns of influences during these early years of occupational staging which correspond closely with the characteristics of relatively open access, compatibility with traditional female roles, middle class status, and limited intrinsic and extrinsic rewards which are associated with the teaching occupation. (Author/JM)

Descriptors: Academic Achievement; *Behavior Standards; *Education Majors; *Females; Higher Education; Place of Residence; Preservice Teacher Education; Research Methodology; Schools of Education; Self Concept; *Sex Role; *Social Behavior; *Social Cognition

Identifiers: *National Longitudinal Surveys

ED228219 SP022102

Teacher Perceptions regarding the Importance of Specified Teaching Competencies.

Weber, Wilford A.; And Others
Feb 1983 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, January 29-February 3, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Texas
Journal Announcement: RIEAUG83

A survey of preservice and inservice teachers identified teaching competencies they perceived to be most important. A self-administered questionnaire asked respondents to use Likert scales to rate the importance of 44 teaching competencies. A comparison was made between the perceptions of preservice and inservice teachers and between the results of this study and of a similar study conducted at Bowling Green State University. Findings revealed that 16 competencies were viewed as important by preservice teachers and 25 were viewed as important by inservice teachers. Nearly all of the competencies were viewed as being of at least moderate importance. Preservice and inservice teachers held very similar perceptions regarding the importance of competencies they rated, particularly those they deemed to be most important. Respondents from this study rated the Bowling Green competencies lower than did the teachers who participated in that study. Tables present the rankings on the selected competencies from both studies. A copy of the questionnaire is appended. (JD)

Descriptors: *Comparative Analysis; *Competency Based

(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

Teacher Education; Higher Education; Inservice Teacher Education; *Minimum Competencies; Preservice Teacher Education ; Program Evaluation; *Teacher Attitudes; *Teacher Qualifications; *Teaching Skills

ED228013 RC013976
A Study of Rural School Districts in the United States and Implications for Teacher Education.
Smith, Ralph B.; And Others
Apr 1983 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Utah
Journal Announcement: RIEAUG83
The study indentified all K-12 and 1-12 public school districts in the United States enrolling less than 300 students (n=1,414) and those enrolling 301-900 students (n=?,711), collected and analyzed data related to superintendents, school districts, teachers, students, and school programs, and gathered data that might be useful to colleges of teacher education. A response and return rate of 79% (642, 132-item questionnaires returned), of which 244 of the rural schools had less than 300 students and 398 had in excess of 300. Sections include discussion and statistics on district enrollments, district leadership, transportation, special school funding, primary occupations of people living in the district, district staff, teacher salaries, new teachers, secondary preparation, teacher recruitment, district problems, student performance, student awards, educational programs, extra-curricular sports offered, and selected course offerings. Concluding the report is a list of 18 findings that would be of interest to teacher educators in the preparation of teachers for rural America, i.e., teacher preparation programs should provide field experiences in rural schools, the mean beginning salary for teachers was $12,375 and overall average salary was $16,139, during the past year 81.9% hired no new teachers due to an increase in students, and teachers averaged three subject preparations. (AH)
Descriptors: Academic Achievement; Courses; Educational Research; Elementary Secondary Education; Extracurricular Activities; Higher Education; Multigraded Classes; National Surveys; *Rural Areas; School Districts; School Funds; *School Statistics; *Small Schools; *Superintendents; *Teacher Education Programs; *Teachers; Teacher Salaries; Teaching Load

ED227073 SP021831
The Portfolio Process in Professional Development.
Terry, Gwenith L.; And Others
Feb 1983 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 22-25, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL83
The "Portfolio Process in Professional Development" is a competency based teacher education program recently mandated by the Florida State Board of Education as the central element of the Florida Beginning Teacher Program. It involves a probationary year of supervised teaching for the beginning teacher before certification is granted. This model for professional development, which has evolved over 12 years at the University of West Florida, focuses on both pupil learning and beginning teacher performance. The Portfolio Process includes three stages within a given cycle: (1) The beginning teacher collects useful information for his portfolio from multiple sources, possibly from personal writings about his work, students' work with teacher comments, or audiovisual recordings of classroom events. All data included in the portfolio is placed there to represent the teacher's competency. (2) The beginning teacher has conferences with his support team about the data in the folder. (3) A plan of action of how best to achieve the desired competencies is agreed upon by the support team and teacher. The teacher repeats the cycles until the desired level of performance in each competency level is reached as judged by the support team. (JM)
Descriptors: *Beginning Teachers; Competency Based Teacher Education; Higher Education; *Portfolios (Background Materials); *Probationary Period; Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs; Teacher Qualifications; *Teaching Experience

ED225919 SO014510
A Study of the Effects of Self-Instructional Modules on Achievement in College Social Studies.
Freeland, Kent
1983 13p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEJUN83
The effectiveness of self-instructional modules in increasing the social studies knowledge of students enrolled in a teacher education program is reported. Students enrolled in social studies methods courses were divided into an experimental group (n=45) which used the modules and a control group (n=55) which read a textbook chapter dealing with the social sciences. The six self-instructional modules were constructed by consulting introductory college textbooks in history, geography, sociology, economics, political science, and anthropology, as well as social studies methods texts. Each experimental student read some material, answered a

(cont. next page)

question, and checked it with a key. All students took researcher prepared pre- and posttests and the standardized Tests of Academic Progress. Students who used self-instructional modules achieved more than students who learned about social sciences from a textbook. The implication is that methods course instructors can augment regular instruction with self-instruction. (KC)

Descriptors: Academic Achievement; *Autoinstructional Aids; *Content Area Reading; Educational Research; Higher Education; *Learning Modules; Methods Courses; Preservice Teacher Education; Social Sciences; *Social Studies

ED224598 PS013269

The Education of Preprimary Teachers.

Katz, Lilian G.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

1982 35p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume V, tentative publishing date 1983, Lilian G. Katz, Editor.

Sponsoring Agency: National Inst. of Education (ED), Washington, D.C.

Contract No.: 400-78-0008

Available from: Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: ERIC PRODUCT (071); POSITION PAPER (120)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEMAY83

Current knowledge and practices in the field of preprimary teacher education are discussed with respect to unique characteristics of the field, general issues in teacher education and preprimary education, and recent developments in inservice education. Unique characteristics of the field of preprimary teacher education include role ambiguity, variations in program goals, and low wages. General issues in the areas of teacher education and preprimary education include (1) the elusiveness of criteria for good teaching, (2) the impact of training on teacher performance, (3) the "feed-forward" problem stemming from the provision of content and methods to students who have not yet had experience in settings where the training is relevant), and (4) problems of teacher training program content. Recent developments in inservice education are discussed in terms of two types of inservice education: the "advisory approach" and its variant, the Enabler Model; and the Child Development Associate project. (RH)

Descriptors: Competency Based Teacher Education; Course Content; Criteria; *Early Childhood Education; Higher Education; Inservice Teacher Education; Outcomes of Education; Postsecondary Education; *Preschool Education; *Preschool Teachers; Preservice Teacher Education; Relevance (Education); *Teacher Education; Teacher Effectiveness; Training Objectives; Wages

Identifiers: Advisory Approach; CDA; *Child Development Associate; Enabler Model; Role Ambiguity

ED223552 SP021293

Measurement of Teacher Competence. Research and Evaluation in Teacher Education.

Dickson, George E.; Wiersma, William

Toledo Univ., Ohio. Center for Educational Research and Services.

Oct 1982 117p.; For related document, see ED 194 540.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEAPR83

This monograph contains a description of continued research efforts in measuring and evaluating preservice teacher competencies and effectiveness in the competency-based teacher education (CBTE) program at the University of Toledo (Ohio). Chapter 1 introduces the assessment rationale, and chapter 2 provides an overview of research literature on teacher effectiveness. Chapter 3 focuses on the identification of 49 teaching competencies and the methodology of classroom or teacher observation used at the University of Toledo. This chapter also includes a discussion of high and low inference observation and a description of the two measurement instruments: Classroom Observations Keyed for Effectiveness Research (COKER) and Teacher Performance Assessment Instruments (TPAI). Chapters 4 and 5 provide the results of two different types of data analysis--profile analysis and multivariate analysis of TPAI and COKER data. The final chapter presents conclusions, makes recommendations for further action, and outlines the uses of the data. (JD)

Descriptors: *Classroom Observation Techniques; *Competency Based Teacher Education; *Evaluation Methods; Higher Education; Preservice Teacher Education; *Program Evaluation; *Research Methodology; Student Teachers; Student Teaching; Teacher Behavior; Teacher Education Programs; Teacher Effectiveness; *Teacher Evaluation

Identifiers: *University of Toledo OH

ED222344 SE039393

Investigations in Science Education. Vol. 8, No. 4.

Blosser, Patricia E., Ed.; Mayer, Victor J., Ed.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Investigations in Science Education, v8 n4 1982 1982 83p.

Available from: Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: SERIAL (022); ERIC PRODUCT (071);

(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEMAR83
Abstractor's analyses of 12 science education research studies focusing on science instruction are presented. These include: (1) use of Learning Environment Inventory in junior high school classrooms organized for individualized instruction; (2) microteaching and strategy analysis as used in a science methods course; (3) comparison of two different teaching methods in a college physics course for non-science majors; (4) comparison of effects of didactic and inquiry teaching in cooperative and competitive settings; (5) interaction of teaching method, level of student intelligence and sex in problem-solving tasks; (6) comparison of lecture and audio-tutorial instruction on acquisition of science process skills by preservice teachers; (7) modeling as a method for acquiring teaching skills; (8) use of extra credit opportunities by college freshmen enrolled in a large-enrollment biology course; (9) use of filmed experiments as an alternative to study-centered laboratory work in chemistry; (10) development of an instrument for assessing scientific literacy of secondary school students; (11) an instrument for use in distinguishing between relatively concrete and relatively formal levels of logical development; and (12) students' reasoning abilities, achievement in high school chemistry, and misconceptions they held concerning chemical equilibria. Author's responses to abstractor's analyses of the latter three studies are also presented. (Author/JN)
Descriptors: *Academic Achievement; Cognitive Development; *College Science; Elementary School Science; Elementary Secondary Education; Higher Education; Individualized Instruction; Inquiry; Measures (Individuals); *Preservice Teacher Education; Process Education; Science Education; *Science Instruction; *Secondary School Science; Student Characteristics; Teacher Characteristics; *Teaching Methods
Identifiers: *Science Education Research

ED221578 TM820607
The State of the Art of Teacher Certification Testing.
Rubinstein, Sherry A.; And Others
National Evaluation Systems, Inc., Amherst, Mass.
Mar 1982 115p.; Papers presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEFEB83
A series of five papers is presented. Sherry Rubinstein, and others, characterize the changes of teacher certification programs and reflect on the factors propelling and influencing the direction of those changes such as increased emphasis on the description and testing of the skills and knowledge of prospective teachers, and the adoption of criterion-referenced measures to assess teacher skills and knowledge. Katherine Vorwerk and William Gorth present a general model for developing the formal testing component of a certification program. The model includes: (1) developing certification requirements; (2) deciding how to assess requirements; (3) defining measurement strategies and instruments; (4) handling logistical issues of assessment; and, (5) communicating and using assessment results. Michael Priestley explores various approaches to assessment for initial teacher certification. Conceptual issues are considered in relation to test design, assessment for entry to a teacher education program, exit credentialing, and classroom performance assessment. Paula Nassif reviews technical issues of teacher certification testing, focusing on standard setting and equating, and validity and job analysis. Scott Elliot presents current applications of job analysis methodology to teacher certification testing. (PN)
Descriptors: *Competency Based Teacher Education; Criterion Referenced Tests; Elementary School Teachers; *Minimum Competency Testing; Secondary School Teachers; *Standards; *Teacher Certification; Teacher Education Programs; *Teacher Evaluation; Teacher Qualifications

ED221525 SP021065
Cognitive Attainment of Learners of Student Teachers Across Two Units of Study.
Johnson, Mary Lynn
Texas A and M Univ., College Station. Coll. of Education.
Sep 1982 18p.; Prepared in the Instructional Research Laboratory.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Texas
Journal Announcement: RIEFEB83
Research was conducted among 82 secondary level student teachers to determine whether teacher candidate effectiveness is related to learners' cognitive attainment levels. The quantitative difference in the number of objectives achieved by over 6,000 learners in 2 units taught by student teachers was examined over 5 semesters. The student teachers were supervised by 5 university supervisors and 57 classroom supervisors from 12 schools. Two rating scales were used by the university supervisors to rate the student teachers: an evaluation profile of instructional skills and a checklist for curriculum context. Student teachers completed two self-evaluation instruments and developed criterion-referenced tests to provide learner achievement data from their pupils. The findings indicated that there were no sizable differences in the percentage of objectives achieved across the two units taught by the student teachers. Tables are provided giving the percent of total objectives achieved by learners, the number of instructional periods used by student teachers for the two

(cont. next page)

BEST COPY AVAILABLE

DIALOG INFORMATION SERVICES, INC

DIALOG File 1: ERIC - 66-84/Dec

units, and the time devoted to teaching each unit. (JD)
Descriptors: *Academic Achievement; *Educational Objectives; Higher Education; Preservice Teacher Education; *Student Teachers; *Teacher Effectiveness; Teacher Evaluation; Teacher Influence

ED221524 SP021063
A Quantitative Description of a Teacher Preparation Program. Educational Curriculum and Instruction.
Denton, Jon J.; Morris, Geneva W.
Texas A and M Univ., College Station. Coll. of Education.
[1982 34p.; Prepared in the Instructional Research Laboratory. Small print in last seven pages
Grant No.: OUR-TAMU-15350-1000
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Texas
Journal Announcement: RIEFEB83
A research program has been initiated at Texas A&M University College of Education to collect, analyze, and interpret data from a diagnostic prescriptive teacher preparation program. The project was undertaken to create a substantial data file containing multiple measures of learner attainment information that will provide alternatives for modeling teacher preparation effects through regression analysis. The program is a competency based program for secondary level teachers that conceptualizes teaching as a series of events requiring five distinct sets of instructional skills: (1) specifying performance objectives; (2) diagnosing learners; (3) selecting instructional strategies; (4) interacting with learners; and (5) evaluating the effectiveness of instruction. Information from 82 secondary level student teachers and 9,001 learners taught by the student teachers comprised the sample for the data base. The student teachers were supervised by five university supervisors over the course of five semesters. A variety of scales and criterion-referenced instruments were used to gather information from the student teachers and the university supervisors. A set of 452 variables were obtained which permit the individual pupil of the student teacher to be the unit of analysis. Tables provide statistical summaries of classroom observation ratings, weekly morale ratings for student teachers, and performances of individual learners. The data sets are reproduced in the appendix. (JD)
Descriptors: Academic Achievement; Classroom Techniques; Competency Based Teacher Education; *Data Collection; Educational Diagnosis; Evaluation Criteria; Higher Education; Instructional Design; *Instructional Systems; *Preservice Teacher Education; Student Teachers; *Student Teaching; Teaching Skills

ED220458 SP020870
Undergraduate Selection/Retention in Wright State University's College of Education and Human Services.
King, Ruth; Bireley, Marlene
[1982 16p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJAN83
A sequence of selective/retention steps are described which are used to reduce the number of student teacher "wash outs" in the Wright State University (Ohio) school of education. (1) A 2.25 grade point average (out of 4.0 points) is required for admission to the school, and an entry level grammar/composition test, which identifies at the beginning of the sophomore year those students needing additional remediation, is given. Entry level sophomore students remain in the program for three quarters, with a mentor who serves as instructor, advisor, and observer. At the end of the first quarter, a mentoring conference provides feedback to the student regarding academic work, affective qualities, and professional attitude. A faculty member may request, at any time, a "concern conference" about a student on the basis of academic or professional concerns; a student who collects three unresolved concerns may be advised out of the program following appropriate due process procedures. A recheck on grade point average, appropriate test scores, and course prerequisites is conducted prior to student teaching. Rigorous application of minimal competency standards is maintained during the student teaching experience. Extension of time from 2 weeks to a full quarter is required of students who need additional time to attain standards. Accompanying appendices detail these procedures and the forms used in working with the students. (JD)
Descriptors: *Admission Criteria; Education Majors; Grade Point Average; Higher Education; *Mentors; Minimum Competency Testing; Preservice Teacher Education; *School Holding Power; Schools of Education; *Student Recruitment; *Teacher Education Programs
Identifiers: *Wright State University OH

ED220433 SP020716
A Survey of Criteria for Admitting Students to Teacher Education Programs.
Laman, Archie E.; Reeves, Dorothy E.
Jun 1982 68p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEJAN83
(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

The purpose of this study was to determine the status of teacher admissions in institutions which are members of the American Association of Colleges for Teacher Education. A concomitant purpose was to determine, by comparison with a national study in 1972 on the same topic, emerging trends in teacher education. A questionnaire that was similar, in most respects, to the instrument used in the 1972 study invited responses, both structured and unstructured, from teacher training personnel in each institution. Replies from 121 institutions were studied. Information was sought about: (1) methods of admitting students to teacher education programs; (2) criteria used in admitting students to teacher education programs; (3) admission criteria for teacher education programs that students most often failed; (4) use of grade point averages in admitting students; (5) use of quotas in admitting students to teacher education programs; (6) initiatives being taken to change practices and policies of admitting students to teacher education programs; (7) number of students admitted to teacher education programs; and (8) recruitment efforts for highly qualified candidates for admission to teacher education programs. A summary of the significant findings pertaining to these topics is presented in both tabular and narrative form. An analysis is given of the data from each topic, and a commentary on the findings includes comparisons between the 1972 and 1981 studies. (JD)

Descriptors: Academic Ability; *Academic Standards; *Admission Criteria; Comparative Analysis; Educational Trends; *Enrollment Trends; Grade Point Average; Higher Education; *Policy Formation; Preservice Teacher Education; *Schools of Education; Student Recruitment; *Teacher Education Programs; Teacher Qualifications; Testing

ED219384 SP020714

Teacher Competence. Focus 10.

Benderson, Albert, Ed.

Educational Testing Service, Princeton, N.J.

1982 28p.; Theme issue with title "Teacher Competence."

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEDEC82

The quality of teaching, teachers, and teacher education is examined. An essay appraises current research and public opinion on teacher competence, noting efforts by school districts, teacher education institutions, and professional teacher associations to improve the quality of teachers. Minimum competency examinations, provisional certification, and inservice training are discussed. A workshop program which trains school administrators in evaluating and improving teacher performance is described. The program, offered on a district level, focuses on creating a supervisory partnership between the administrator and teacher. Examples of the trends toward 5-year teacher education programs and competency based teacher education programs are given. (FG)

Descriptors: Competency Based Teacher Education; *Educational Quality; Educational Trends; Futures (of Society); Higher Education; *Instructional Improvement; *Preservice Teacher Education; Professional Recognition; *Schools of Education; Teacher Certification; *Teacher Effectiveness; *Teacher Evaluation; Teaching (Occupation); Teaching Skills

Identifiers: *Extended Degree Programs

ED219355 SP020441

Quantity of Professional Education Coursework Linked with Process Measures of Student Teaching.

Denton, Jon J.; Lacina, Lorna J.

1982 23p.; Appendixes may not reproduce clearly.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIEDEC82

This study was conducted to determine differences between: (1) supervisors' ratings of instructional competencies of education majors and non-education majors in a semester of student teaching; and (2) evaluations by education majors and non-education majors of their morale during a student teacher program. Data were collected during one semester from 82 student teachers and their supervisors participating in a competency based program for secondary level teachers. University supervisors were required to evaluate their student teachers on two scales. One rated the instructional effectiveness of the student teacher, while the other rated two curricular units developed and implemented by the student teacher. All student teachers completed "weekly reflection sheets," providing information on their activities and their feelings of confidence or lack of confidence for each week. Findings revealed that non-education majors were rated significantly higher on instructional competencies during the first curricular unit, although this trend reversed itself during the second unit. Differences in morale ratings between the groups were minor, and both groups displayed a common pattern; there was a drop in morale about 2 weeks into the experience, followed by a subsequent rise in self confidence. (JD)

Descriptors: Academic Achievement; Competency Based Teacher Education; Education Majors; Higher Education; *Majors (Students); Preservice Teacher Education; *Self Evaluation (Individuals); *Student Evaluation; *Student Teachers; *Student Teaching; Teacher Effectiveness; *Teacher Morale

ED219337 SP019493

Physical Education Teacher Education: Curriculum, Pedagogy, Certification...History, Issues, Trends. Information Analysis Products.

Grebner, Florence D.; And Others

ERIC Clearinghouse on Teacher Education, Washington, D.C.

(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

Feb 1982 60p.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Contract No.: 400-78-0017
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: ERIC PRODUCT (071); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEDEC82

This monograph relates the evolution, current status, issues, trends, and future perspective of undergraduate physical education teacher education (P.E.T.E.). The first section offers an historical overview of the profession. Preparation programs and curricula are described as they have progressed from the middle of the nineteenth century to the present, with a discussion of the increasing complexity of P.E.T.E. programs in response to changing educational philosophies. Societal influences on the development of curriculum for P.E.T.E. programs are considered in the second section, including government legislation, professional organizations, teacher preparation institutions, and employers and consumers. The third section deals with professional preparation curriculum in P.E.T.E. programs as it has been expanded and altered to meet not only more stringent certification requirements, but also the increasing trend toward specialization. The impact of the competency based teacher education movement on P.E.T.E. is also discussed. Contemporary views on the role and the responsibilities of the physical education teacher are considered in the fourth section. In the fifth section, a discussion is presented on the needs for further research in developing sound physical education curricula and the values of new teaching techniques in the field. The sixth section offers an overview of certification and accreditation of P.E.T.E. programs. In the final section, a discussion is presented on strategies for changing P.E.T.E., and recommendations are made for improving certification requirements, curriculum content, and process and methodology. Further recommendations are made for clarifying the role of professional physical education organizations and improving the administration of P.E.T.E. programs. (JD)

Descriptors: Accrediting Agencies; Change Strategies; Competency Based Teacher Education; Educational Legislation; Educational Research; *Educational Trends; Higher Education; *Physical Education; *Preservice Teacher Education; *Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Role; Teacher Supply and Demand
Identifiers: *Physical Education Teachers

ED218120 SE038230

Anxiety Reduction in Preservice Elementary Teachers and the Fulfillment of Expectations for Identification of Minerals and Rocks.

Westerback, Mary E.; Gonzalez, Clemencia
1982 21p.; Paper presented April 6, 1982 at the 55th Annual Meeting of the Association for Research in Science Teaching (55th, Lake Geneva, WI, April 6, 1982). For related document, see SE 038 229.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIENOV82

This study examined: (1) the relationship between the fulfillment of expectations for the identification of rocks and minerals after experience with specimens selected to meet expectations and anxiety levels; (2) changes in anxiety levels after this experience was followed by experience with rocks and minerals which did not meet expectations; and (3) relationships between anxiety levels and achievement. Subjects (N=27 preservice elementary teachers) completed a demographic questionnaire, rock/mineral response sheets, and the State-Trait Anxiety Inventory (STAI), measuring state anxiety (transitory emotional state influenced by training) and trait anxiety (relatively stable individual difference in anxiety proneness). Results indicate among others that when students' expectations about rock/mineral identification were met their anxiety about teaching rocks/minerals as measured by the STAI (state) was reduced significantly, suggesting that anxiety about science and science teaching may be reduced by classroom teachers identifying subject areas or procedures which evoke anxiety and providing conscious efforts for structured success. Correlations between achievement and trait anxiety were not significant. (Author/JN)

Descriptors: Academic Achievement; *Anxiety; *Earth Science; Elementary Education; *Elementary School Science; Elementary School Teachers; Higher Education; Measures (Individuals); Pilot Projects; *Preservice Teacher Education; Science Education; *Science Instruction; *Teacher Characteristics; Teaching Methods
Identifiers: *Science Education Research

ED217012 SP020221

Reflections Upon a Teacher Education Program--Diagnosing Where We've Been, Where We Are, and Where We're Going.

Reisman, Fredricka K.; Powell, Jack V.
Mar 1982 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEOCT82

Several projects at the University of Georgia's College of Education provide information for program planning and design. The Diagnostic Teaching Cycle (DTC), which is being used to evaluate the undergraduate program of the Division of Elementary Education, has five components: identify,

(cont. next page)

hypothesize, formulate goals and objectives, instruct and remediate, and provide formative and summative evaluation. Use of DTC determined program strengths and weaknesses for students, division faculty, department faculty, resources, and public school cooperation. In addition to the DTC evaluation, the university has a contract with the Georgia State Department of Education to develop performance-based teacher assessment instruments for beginning teachers. These instruments, called Teacher Performance Assessment Instruments, measure: (1) teaching plans and materials; (2) classroom procedures; (3) interpersonal skills; (4) professional standards; and (5) student perceptions. The first three tests are required for certification renewal, and all are administered at 17 regional assessment centers. A computer-based application of the Teacher Performance Assessment Instruments is being planned to provide preservice teachers with diagnostic profiles of strengths and weaknesses in academic content, pedagogy, and curriculum. This formative evaluation will also be used to refine and improve the undergraduate program. (FG)

Descriptors: Beginning Teachers; Competency Based Teacher Education; Educational Assessment; Elementary School Teachers; Higher Education; *Preservice Teacher Education; *Program Evaluation; *Schools of Education; State Programs; Teacher Certification; *Teacher Education Programs; *Teacher Evaluation; Teacher Qualifications; Testing Programs

Identifiers: Diagnostic Teaching Cycle; University of Georgia

ED216172 CE032434

Performance/Competency-Based Professional Development of Vocational Teachers and Administrators: National Conference Proceedings (Philadelphia, PA, October 13-15, 1981).

Harrington, Lois G., Ed.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

1982 99p.

Sponsoring Agency: American Association for Vocational Instructional Materials, Athens, Ga.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEOCT82

These proceedings contain the texts of 20 reports presented at a conference organized to review and assess the status of the following types of performance/competency-based approaches to the professional development of vocational teachers and administrators: performance-based teacher education (PBTE), competency-based teacher education (CBTE), competency-based staff development (CBSD), and competency-based administrator education (CBAE). Covered in the first group of papers are PBTE, CBAE, and CBTE programs at various universities in Pennsylvania. In an analysis of progressive PBTE practices various topics are discussed, including implementing an outreach program of professional development for industry trainers using the PBTE/CBSD model and developing learning activity packages. Also outlined is the further revision of the PBTE module series developed by the National Center for Research in Vocational Education. Following a progress report of the consortium for the development of competency-based materials for vocational administrators, various CBAE programs are described, including the Florida preservice and inservice vocational administrator training program, Program LIFE (Leadership Intern Field Experience), and competency-based vocational administrator programs in Ohio and Illinois. Also included are small group reports on PBTE preservice, inservice, and individual competencies as well as postsecondary CBSD and CBAE. (MN)

Descriptors: Administrator Education; Administrators; *Competency Based Teacher Education; Delivery Systems; Educational Needs; *Educational Practices; Educational Research; Educational Strategies; Innovation; Inservice Teacher Education; Instructional Materials; Internship Programs; Learning Activities; Learning Modules; *Management Development; Material Development; Outreach Programs; Preservice Teacher Education; *Professional Continuing Education; Professional Development; *Program Development; Program Effectiveness; Program Improvement; Research Needs; Staff Development; *Vocational Education Teachers

Identifiers: Pennsylvania

ED214235 EA014455

The Educational Professions: Preparation and Practice.

Monahan, William

Iowa Univ., Iowa City. Inst. for School Executives.

Executive Review, v2 n5 Feb 1982 Feb 1982 5p.

Available from: Editor, The Executive Review, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 ($1.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: POSITION PAPER (120); SERIAL (022)

Geographic Source: U.S.; Iowa

Journal Announcement: RIEAUG82

To accomplish needed reform in education, this author recommends that a combination of purposes must be pursued; these involve the four major elements constituting an educational context, which are characterized as pattern, preparation, practice, and "compaction." Pattern is defined as all aspects of the structure and configuration of programing and roles represented at all levels of the educational spectrum, from courses, equipment, and teachers to yellow buses. Preparation is described as an element similar to pattern; the author explains that it requires that a particular pattern be involved and that it become preparation as it moves from common schools to postsecondary experiences. Practice, according to the author, is related to preparation in the same way preparation is related to pattern; it has to do with doing well what one was prepared to do. The author

(cont. next page)

BEST COPY AVAILABLE

DIALOG INFORMATION SERVICES, INC

describes "compaction" as involving educators' unifying around what they agree on. The paper concludes that one aid in accomplishing needed educational reform is the teaching doctorate. This would be a six-year teacher training program, with three years of liberal arts studies and three years of education studies, that would make teacher education programs professional programs. (Author/JM)

Descriptors: Academic Achievement; Communication (Thought Transfer); Cooperation; Elementary Secondary Education; Graduation Requirements; Higher Education; Organization; *Preservice Teacher Education; Professional Education; Public Opinion; *School Support; *Teacher Education Programs; Teachers

Identifiers: *Teaching Doctorate Degree

ED213721 SP019925

Field Based Teacher Training Programs for Preservice and In-Service Growth.

Richardson, Durward; And Others

Feb 1982 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February, 1982). Appendix C (two pages) may not reproduce clearly.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Texas

Journal Announcement: RIEJUL82

Three teacher education programs developed at East Texas State University (ETSU) are characterized by a high degree of cooperation. The Bilingual Education Teacher Training Program was established with the collaboration of several departments and three colleges. Graduate and undergraduate degrees are offered in this interdisciplinary field-based systems approach to teacher education. Objectives for this program are competency based; the students acquire knowledge and skills in language proficiency, multiethnic awareness, bilingual teaching methods, measurement of student progress, and research methodology. Undergraduate students are assigned to limited English proficient children enrolled in local schools and are supervised by the college faculty. The Teacher of Young Children Certification Program prepares students to work in child-related occupations such as nursery school management and to teach children aged three years to third grade. To receive a baccalaureate degree, students must complete the general university requirements, academic specialization courses in child development through the Department of Home Economics, and a professional education early childhood sequence of ten courses through ETSU's Department of Elementary Education. Two of the courses require a split assignment with half of the experience being in a kindergarten classroom and the other half in an elementary classroom. The Mount Pleasant Project is a cooperative effort between ETSU and the Mount Pleasant Independent School District (Texas) that offers a comprehensive training program for public school supervisors of student teachers and to teachers wanting to supervise student teachers in the future. The first level of this program provides initial instruction in clinical supervision, interpersonal communication, ideas and resources for the supervising teachers, and planning. The second level is devoted to detailed clinical supervision study, classroom observation skills, analysis of teaching, and techniques for conferencing. The third level emphasizes research and skill development. Details on course content and degree requirements for each of these programs are appended. (JD)

Descriptors: *Bilingual Education; *Child Care Occupations; Classroom Observation Techniques; Competency Based Teacher Education; Course Content; Degree Requirements; Elementary Education; *Field Experience Programs; Higher Education; *Institutional Cooperation; Interdisciplinary Approach; Student Teachers; *Supervisory Training; *Teacher Education Programs

Identifiers: *East Texas State University

ED213702 SP019847

The Effectiveness of Mastery Learning Strategies in Undergraduate Education Courses.

Guskey, Thomas R.; And Others

Mar 1982 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEJUL82

This study was designed to assess the effectiveness of a group-based, teacher-paced model of mastery learning for instruction in undergraduate education courses. It was hypothesized that the mastery-taught students, who were provided formative tests and corrective activities, would achieve higher scores on the final examination and higher grades in the course than the control group. It was also hypothesized that the experimental group would demonstrate greater interest in their learning than the control group by attending class more regularly. Subjects were advanced sophomores or first semester juniors enrolled in six sections of a one-semester course dealing with topics in educational psychology and teaching exceptional children in the mainstreamed classroom. Fifty-five students constituted the mastery learning group, and the control group had 142 students. A series of formative tests were developed for the experimental group with accompanying feedback and corrective activities. Corrective work was completed outside of class by those students who did not attain 90 percent mastery on the formative tests. Although the course content, sequence of topics, activities, and group based instruction were identical in all sections, only in the mastery learning sections were regular checks on learning progress coupled with corrective

(cont. next page)

DIALOG File 1: ERIC - 66-84/Dec

activities. At the end of the term, students in all sections were administered a common final examination. An analysis of the results indicated that the mastery group demonstrated higher levels of achievement than their peers trained in a typical lecture approach. The significantly fewer absences in the mastery learning group suggested that, concomitant with their superior achievement, these students were more interested in their coursework. (JD)

Descriptors: *Academic Achievement; *Education Courses; Education Majors; Feedback; Higher Education; *Mastery Learning; *Minimum Competencies; Preservice Teacher Education; Sex Differences; Student Attitudes; *Teaching Methods

ED212611 SP019637

The Academic Qualifications of Women Choosing Education as a Major.

Savage, Tom V.

Feb 1982 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 11-13, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIEJUN82

A longitudinal study compared the academic abilities of undergraduate women students in seven college programs at a large university. Four questions were posed: (1) What are the academic qualifications of women choosing education as a career? (2) How do these women compare with women choosing other programs? (3) What changes take place in the career choices of women during their college career? and (4) Are women who are unsuccessful in other programs choosing education as a last resort? Information was gathered on women choosing programs in agriculture, business, education, engineering, liberal arts, physical education, and science. The qualifications of the students were measured by Scholastic Aptitude Test averages for the math and verbal components for each of their four years and by their high school class standing. An analysis of the resulting data indicated that education attracts women who have lower academic qualifications than women in other fields. Large numbers of women with high academic ability chose majors in male-dominated fields. The greatest difference between women choosing education as a career and women choosing other areas was in mathematics scores. The wide range in verbal test scores that appeared at the senior year indicated that education was allowing women with marginal verbal skills to complete the program. However, the improved academic qualifications apparent at the junior year indicated that some women with high academic qualifications were evaluating their original career choice and choosing education as a career. By the junior year, women in education compared quite favorably with those in other fields. (JD)

Descriptors: *Academic Aptitude; *Career Choice; Comparative Analysis; *Education Majors; *Females; Higher Education; *Majors (Students); Preservice Teacher Education; Student Educational Objectives; Test Norms; Womens Education

ED212589 SP019576

Relations Among Final Supervisor Skill Ratings of Student Teachers and Cognitive Attainment Values of Learners Taught by Student Teachers.

Denton, Jon J.; Kazimi, Ebrahim

Feb 1982 11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 11-13, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIEJUN82

University supervisors' evaluations of student teachers were assessed to determine if the cognitive attainment of pupils taught by the student teachers was a rating factor. The sample consisted of 82 secondary level student teachers participating in a competency based teacher education program. Data collected for the study included a summary evaluation instrument, developed by the student teachers, to ascertain their pupils' academic achievement levels. The student teacher supervisors recorded their ratings of student teachers' instructional effectiveness on an evaluation profile scale consisting of 20 instructional skills and eight personal competencies. Final ratings were obtained from a three-way conference among the student teacher, the university supervisor, and the cooperating teacher. Only four of the 28 ratings areas were found to relate significantly to learner achievement: (1) developing lesson plans; (2) using different levels of classroom questions; (3) performance while student teaching two-week units; and (4) personal energy level. These findings have implications for student teacher evaluation procedures, since they refute the assumption that high student teacher ratings by their supervisors is related to high learner achievement. (FG)

Descriptors: *Academic Achievement; Cooperating Teachers; Educational Quality; *Evaluation Criteria; Formative Evaluation; Higher Education; Preservice Teacher Education; Secondary Education; *Student Teachers; *Student Teacher Supervisors; Student Teaching; Summative Evaluation; *Teacher Effectiveness; *Teacher Evaluation

BEST COPY AVAILABLE

DIALOG INFORMATION SERVICES, INC.